

Pearson Edexcel Level 2 NVQ Diploma in Building Maintenance Multi-trade Repair and Refurbishment Operations (Construction)

Specification

NVQs/Competence-based qualifications

First registration January 2018

Issue 2

Edexcel, BTEC and LCCI qualifications

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This specification is Issue 2. Key changes are listed in the summary table on the next page. We will inform centres of any changes to this issue. The latest issue can be found on our website.

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Summary of changes to the Pearson Edexcel Level 2 NVQ Diploma in Building Maintenance Multi-trade Repair and Refurbishment Operations (Construction) specification
Issue 2

Summary of change made between previous issue and this current issue	Page number
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The unit rule of combination has changed to allow the repeat of Unit 13 for the purpose of different specialisms.	6
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If you need further information on these changes or what they mean, contact us via our website at: qualifications.pearson.com/en/support/contact-us.html.

Contents

1	Introducing Edexcel NVQs/ Competence-based qualifications	1
	What are NVQs/Competence-based qualifications?	1
	Sizes of NVQs/Competence-based qualifications	1
2	Qualification summary and key information	3
3	Qualification purpose	4
	Qualification objectives	4
	Relationship with previous qualifications	4
	Progression opportunities	4
	Industry support and recognition	5
	Relationship with Occupational Standards	5
4	Qualification structure	6
	Pearson Edexcel Level 2 NVQ Diploma in Building Maintenance Multi-trade Repair and Refurbishment Operations (Construction)	6
5	Programme delivery	13
	Elements of good practice	13
	Learner recruitment, preparation and support	13
	Training and assessment delivery	14
	Employer engagement	14
6	Centre resource requirements	15
7	Access and recruitment	16
	Prior knowledge, skills and understanding	16
	Access to qualifications for learners with disabilities or specific needs	16
8	Assessment	17
	Language of assessment	17
	Internal assessment	17
	Assessment requirements	18
	Types of evidence	19
	Assessment of knowledge and understanding	19
	Appeals	20
	Dealing with malpractice	20

Reasonable adjustments to assessment	22
Special consideration	23
9 Centre recognition and approval	24
Centre recognition	24
Approvals agreement	24
10 Quality assurance of centres	25
11 Unit format	26
Unit number	26
Unit title	26
Level	26
Unit type	26
Guided Learning Hours (GLH)	26
Unit summary	26
Unit assessment requirements	26
Learning outcomes	27
Assessment criteria	27
Unit 1: Conforming to General Health, Safety and Welfare in the Workplace	28
Unit 2: Conforming to Productive Working Practices in the Workplace	34
Unit 3: Moving, Handling and Storing Resources in the Workplace	39
Unit 4: Deliver Reliable Customer Service	46
Unit 5: Erecting and Dismantling Access/Working Platforms in the Workplace	49
Unit 6: Installing, Maintaining and Removing Work Area Protection and Safety Equipment in the Workplace	57
Unit 7: Clearing the Site and Handing Over on Completion in the Workplace	65
Unit 8: Maintaining Non- structural Carpentry Work in the Workplace	73
Unit 9: Maintaining Non-structural or Structural Components in the Workplace	82
Unit 10: Repairing, Replacing and Renewing Gates, Posts and Fencing in the Workplace	91
Unit 11: Applying Paint Systems by Brush and Roller in the Workplace	100
Unit 12: Hanging Standard Paper Wallcoverings in the Workplace	109

Unit 13:	Preparing Background Surfaces for Plastering, Tiling, Panelling or Painting/Decorating in the Workplace <i>(Plastering), (Tiling), or (Painting/Decorating)</i>	118
Unit 14:	Tiling Wall and Floor Surfaces in the Workplace	128
Unit 15:	Removing and Renewing Floor Screeds in the Workplace	137
Unit 16:	Applying Finishing Plaster to Prepared Surfaces in the Workplace	147
Unit 17:	Maintaining Slate and Tile Roofing in the Workplace	155
Unit 18:	Repairing Sheetting and Cladding Systems on Roofs and Walls (including Rainscreen) in the Workplace	162
Unit 19:	Repairing Membrane Roofing Systems in the Workplace	171
Unit 20:	Removing and Repairing Eaves and Verge Finishings in the Workplace	180
Unit 21:	Repairing and Maintaining Masonry Structures in the Workplace	187
Unit 22:	Repairing Basic Stonemasonry Structures in the Workplace	196
12	Further information and useful publications	204
13	Professional development and training	205
14	Contact us	206
Annexe A:	Assessment strategy	207

1 Introducing Edexcel NVQs/ Competence-based qualifications

What are NVQs/Competence-based qualifications?

National Vocational Qualifications (NVQs)/Competence-based qualifications are work-based qualifications that give learners the opportunity to develop and demonstrate their competence in the area of work or job role to which the qualification relates.

NVQs/Competence-based qualifications are based on recognised occupational standards for the appropriate sector. Occupational standards define what employees, or potential employees, must be able to do and know, and how well they should undertake work tasks and work roles. These standards are written in broad terms to enable employers and providers to apply them to a wide range of related occupational areas.

NVQs/Competence-based qualifications are outcome based with no fixed learning programme, therefore allowing flexible delivery to meet the individual learner's needs. At Level 2 and above, these qualifications are recognised as approved training and development courses for employees who have been in the workplace for some time or as a way of inducting, training and developing new entrants into the workplace. Qualifications at Level 1 can be used in Traineeships, which enables progression to entry-level employment or to Apprenticeship programmes.

Learners will work towards their qualification in the workplace or in settings that replicate the working environment as specified in the assessment requirements. Colleges, training centres and/or employers can offer these qualifications as long as they have access to appropriate physical and human resources and have the necessary quality assurance systems in place.

Sizes of NVQs/Competence-based qualifications

For all regulated qualifications, we specify a total number of hours that learners are expected to undertake in order to complete and show achievement for the qualification – this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification.

Within the TQT, we identify the number of Guided Learning Hours (GLH) that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.

As well as guided learning, there may be other required learning that is directed by tutors or assessors. This includes, for example, private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

As well as TQT and GLH, qualifications can also have a credit value – equal to one tenth of TQT, rounded to the nearest whole number.

TQT and credit values are assigned after consultation with employers and training providers delivering the qualifications.

NVQs/Competence-based qualifications are generally available in the following sizes:

- Award – a qualification with a TQT value of 120 or less (equivalent to a range of 1–12 credits)
- Certificate – a qualification with a TQT value in the range of 121–369 (equivalent to a range of 13–36 credits)
- Diploma – a qualification with a TQT value of 370 or more (equivalent to 37 credits and above).

2 Qualification summary and key information

Qualification title	Pearson Edexcel Level 2 NVQ Diploma in Building Maintenance Multi-trade Repair and Refurbishment Operations (Construction)
Qualification Number (QN)	603/2837/X
Regulation start date	20/12/2017
Operational start date	01/01/2018
Approved age ranges	16–18 19+ Please note that sector-specific requirements or regulations may prevent learners of a particular age from embarking on this qualification. Please refer to the assessment requirements in <i>Section 8 Assessment</i> .
Total Qualification Time (TQT)	620 hours
Guided Learning Hours (GLH)	223 hours
Assessment	Portfolio of evidence (internal assessment)
Grading information	The qualification and units are graded pass/fail.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the Pearson Access and Recruitment policy (see <i>Section 7 Access and recruitment</i>).
Funding	Qualifications eligible and funded for post-16-year-olds can be found on the funding Hub. The Skills Funding Agency also publishes a funding catalogue that lists the qualifications available for 19+ funding.

Centres will need to use the Qualification Number (QN) when they seek public funding for their learners. The qualification title, unit titles and QN will appear on each learner's final certificate. Centres should tell learners this when recruiting them and registering them with Pearson. There is more information about certification in our *UK Information Manual*, available on our website.

3 Qualification purpose

Qualification objectives

The Pearson Edexcel Level 2 NVQ Diploma in Building Maintenance Multi-trade Repair and Refurbishment Operations (Construction) is for learners who work in, or who want to work, in the construction and built environment sector.

The qualification gives learners the opportunity to:

- develop the technical skills, role-related knowledge and understanding and behaviours required to work in job roles such as building maintenance and repairing and refurbishing property
- demonstrate competence in the relevant job roles
- have existing skills recognised
- achieve a nationally-recognised Level 2 qualification
- develop personal growth and engagement in learning.

Relationship with previous qualifications

This qualification is a direct replacement for the Pearson Edexcel Level 2 NVQ Diploma in Maintenance Operations (Construction) (QCF), which has expired.

Progression opportunities

Learners who achieve the Pearson Edexcel Level 2 NVQ Diploma in Building Maintenance Multi-trade Repair and Refurbishment Operations (Construction) can progress across the level and size of the construction and the built environment competence and knowledge qualifications and into other occupational areas such as team leading and management, including qualifications in senior crafts. There are opportunities to progress to other Pearson qualifications if the learner's job role and responsibilities develop accordingly. These Pearson qualifications include the Level 3 NVQ Diploma in Construction Contracting Operations, the Level 3 NVQ Diploma in Built Environment Design, the Level 3 NVQ Diploma in Occupational Work Supervision (Construction) and the Level 4 NVQ Diploma in Construction Site Supervision (Construction).

Group B: For learners specialising in Maintenance Carpentry and Joinery

Group C: For learners specialising in Maintenance Painting and Decorating

Group D: For learners specialising in Maintenance Tiling

Group E: For learners specialising in Maintenance Plastering

Group F: For learners specialising in Maintenance Roofing

Group G: For learners specialising in Maintenance Trowel Operations (ie bricklaying repair work)

Industry support and recognition

This qualification is supported by ConstructionSkills, the Skills Council for construction and the built environment.

Relationship with Occupational Standards

This qualification is based on the National Occupational Standards (NOS) in Building Maintenance Multi-trade Repair and Refurbishment Operations, which were set and designed by ConstructionSkills.

4 Qualification structure

Pearson Edexcel Level 2 NVQ Diploma in Building Maintenance Multi-trade Repair and Refurbishment Operations (Construction)

The learner will need to meet the requirements outlined in the table below before the qualification can be awarded.

Number of units that must be achieved from the mandatory group	4
Number of units that must be achieved at Level 2 or above	3
Minimum TQT requirement for learners to achieve	620

Learners must complete the **four** mandatory units, plus **one** unit from optional Group A and units from **two** other optional groups, according to the rules mandated within optional unit Groups B–F, to achieve the minimum of 223 GLH.

Learners choosing *Unit 13: Preparing Background Surfaces for Plastering, Tiling, Panelling or Painting/Decorating in the Workplace* can select this unit more than once but the assessment evidence presented must be appropriately contextualised to the area(s) of work/trade, corresponding to the optional group from which it is selected.

Unit number	Mandatory units	Level	Guided learning hours
1	Conforming to General Health, Safety and Welfare in the Workplace	1	7
2	Conforming to Productive Working Practices in the Workplace	2	10
3	Moving, Handling and Storing Resources in the Workplace	2	17
4	Deliver Reliable Customer Service	2	33
Unit number	Optional units Group A Learners must achieve ONE unit.	Level	Guided learning hours
5	Erecting and Dismantling Access/Working Platforms in the Workplace	2	27
6	Installing, Maintaining and Removing Work Area Protection and Safety Equipment in the Workplace	2	33
7	Clearing the Site and Handing Over on Completion in the Workplace	2	40

Unit number	Optional units Group B – Maintenance Carpentry and Joinery Learners selecting this group must achieve TWO units.	Level	Guided learning hours
8	Maintaining Non-structural Carpentry Work in the Workplace	2	47
9	Maintaining Non-structural or Structural Components in the Workplace	3	97
10	Repairing, Replacing and Renewing Gates, Posts and Fencing in the Workplace	2	53
Unit number	Optional units Group C – Maintenance Painting and Decorating Learners selecting this group must achieve TWO units.	Level	Guided learning hours
11	Applying Paint Systems by Brush and Roller in the Workplace	2	73
12	Hanging Standard Paper Wallcoverings in the Workplace	3	87
13	Preparing Background Surfaces for Plastering, Tiling, Panelling or Painting/Decorating in the Workplace (Painting and Decorating)*	2	23
Unit number	Optional units Group D – Maintenance Tiling Learners selecting this group must achieve TWO units.	Level	Guided learning hours
13	Preparing Background Surfaces for Plastering, Tiling, Panelling or Painting/Decorating in the Workplace (Tiling)*	2	23
14	Tiling Wall and Floor Surfaces in the Workplace	2	43
15	Removing and Renewing Floor Screeds in the Workplace	2	60

Unit number	Optional units Group E – Maintenance Plastering Learners selecting this group must achieve TWO units.	Level	Guided learning hours
13	Preparing Background Surfaces for Plastering, Tiling, Panelling or Painting/Decorating in the Workplace (Plastering)*	1	40
16	Applying Finishing Plaster to Prepared Surfaces in the Workplace	2	60

Unit number	Optional units Group F – Maintenance Roofing Learners selecting this group must achieve TWO units.	Level	Guided learning hours
17	Maintaining Slate and Tile Roofing in the Workplace	2	47
18	Repairing Sheetting and Cladding Systems on Roofs and Walls (including Rainscreen) in the Workplace	2	67
19	Repairing Membrane Roofing Systems in the Workplace	2	53
20	Removing and Repairing Eaves and Verge Finishings in the Workplace	2	53
Unit number	Optional units Group G – Maintenance Trowel Operations Learners selecting this group must achieve ONE unit.	Level	Guided learning hours
21	Repairing and Maintaining Masonry Structures in the Workplace	3	73
22	Repairing Basic Stonemasonry Structures in the Workplace	2	63

* Learners choosing *Unit 13: Preparing Background Surfaces for Plastering, Tiling, Panelling or Painting/Decorating in the Workplace* can select this unit more than once but the assessment evidence presented must be appropriately contextualised to the area(s) of work/trade, corresponding to the optional group from which it is selected.

Unit endorsements

Unit	Unit reference number	Unit title	Endorsement
8	12	Maintaining Non-structural Carpentry Work in the Workplace	The following endorsement is required (i.e. own area of work): <ul style="list-style-type: none"> • Building maintenance.
9	25	Maintaining Non-structural or Structural Components in the Workplace	The following endorsement is required (i.e. own area of work): <ul style="list-style-type: none"> • Building maintenance.
17	47	Maintaining Slate and Tile Roofing in the Workplace	The following endorsement is required (i.e. own area of work): <ul style="list-style-type: none"> • Building maintenance. Plus four of the following endorsements are required: <ul style="list-style-type: none"> • Slate roofs (local material and style) • Tiled roofs (local material and style) • Flashings • Roof ventilation • Rainwater goods.
21	50	Repairing and Maintaining Masonry Structures in the Workplace	The following endorsement is required (i.e. own area of work): <p>Building maintenance.</p> <p>Plus at least one of the following endorsements is required:</p> <ul style="list-style-type: none"> • Brick • Block • Local style. <p>Plus three of the following endorsements are required:</p> <ul style="list-style-type: none"> • Match existing materials • Continue existing bonding • Match existing quality of structure • Form openings • Prop existing walls and floors • Form internal and external angles.

Unit	Unit reference number	Unit title	Endorsement
16	65	Applying Finishing Plaster to Prepared Surfaces in the Workplace	The following endorsement is required (i.e. own area of work): <ul style="list-style-type: none"> • Building maintenance.
18	98	Repairing Sheetting and Cladding Systems on Roofs and Walls (including Rainscreen) in the Workplace	The following endorsement is required (i.e. own area of work): <ul style="list-style-type: none"> • Building maintenance.
14	142	Tiling Wall and Floor Surfaces in the Workplace	The following endorsement is required (i.e. own area of work): <ul style="list-style-type: none"> • Building maintenance.
22	196	Repairing Basic Stonemasonry Structures in the Workplace	The following endorsement is required (i.e. own area of work): <ul style="list-style-type: none"> • Building maintenance.
20	228	Removing and Repairing Eaves and Verge Finishings in the Workplace	The following endorsement is required (i.e. own area of work): <ul style="list-style-type: none"> • Building maintenance.
5	250	Erecting and Dismantling Access/Working Platforms in the Workplace	Two of the following endorsements are required: <ul style="list-style-type: none"> • Building maintenance (carpentry) • Building maintenance (painting and decorating) • Building maintenance (tiling) • Building maintenance (plastering) • Building maintenance (roofing) • Building maintenance (trowel occupations). Plus two of the following endorsements are required: <ul style="list-style-type: none"> • Ladders/crawler boards • Stepladders/platform steps • Proprietary towers • Trestle platforms • Mobile scaffold towers • Proprietary staging/podiums.

Unit	Unit reference number	Unit title	Endorsement
11	333	Applying Paint Systems by Brush and Roller in the Workplace	<p>The following endorsement is required (i.e. own area of work):</p> <ul style="list-style-type: none"> • Building maintenance. <p>Plus at least one of the following:</p> <ul style="list-style-type: none"> • Decorative finishing • Industrial painting.
6	360	Installing, Maintaining and Removing Work Area Protection and Safety Equipment in the Workplace	<p>The following endorsement is required (i.e. own area of work):</p> <ul style="list-style-type: none"> • Building maintenance <p>Plus two of the following endorsements are required:</p> <ul style="list-style-type: none"> • Maintenance carpentry • Maintenance painting and decorating • Maintenance tiling • Maintenance plastering • Maintenance roofing • Maintenance trowel occupations.
7	524	Clearing the Site and Handing Over on Completion in the Workplace	<p>The following endorsement is required (i.e. own area of work):</p> <ul style="list-style-type: none"> • Building maintenance.
10	525	Repairing, Replacing and Renewing Gates, Posts and Fencing in the Workplace	<p>The following endorsement is required (i.e. own area of work):</p> <ul style="list-style-type: none"> • Building maintenance.

Unit	Unit reference number	Unit title	Endorsement
13	527	Preparing Background Surfaces for Plastering, Tiling, Panelling or Painting/Decorating in the Workplace	<p>The following endorsement is required (i.e. own area of work):</p> <ul style="list-style-type: none"> • Building maintenance. <p>Plus one of the following endorsements are required:</p> <ul style="list-style-type: none"> • Painting and decorating • Tiling • Plastering • Panelling. <p>Plus five of the following endorsements are required:</p> <ul style="list-style-type: none"> • Previously plastered, tiled, panelled or painted/decorated surfaces • Brick • Block • Concrete • Render or plaster • Manufactured board • Wood.
15	528	Removing and Renewing Floor Screeds in the Workplace	<p>The following endorsement is required (i.e. own area of work):</p> <ul style="list-style-type: none"> • Building maintenance.
19	686	Repairing Membrane Roofing Systems in the Workplace	<p>One of the following endorsements is required:</p> <ul style="list-style-type: none"> • Reinforced bitumen membrane roofing • Single ply membrane roofing • Liquid applied membrane roofing.
4	ICS B2	Deliver Reliable Customer Service	<p>The following endorsement is required (i.e. own area of work):</p> <ul style="list-style-type: none"> • Building maintenance.

Note: Where industry requests an awarding organisation to further endorse a unit, to ensure that the endorsement is appropriate to the unit, the awarding organisation must first seek approval from the CITB (standards.qualifications@citb.co.uk).

5 Programme delivery

Centres are free to offer these qualifications using any mode of delivery (for example full-time, part-time, evening only, distance learning) that meets learners' needs. Learners must be in employment or working with a training provider on a programme so that they can develop and demonstrate the occupational competence required.

Whichever mode of delivery is used, centres must make sure that learners have access to specified resources and to the sector specialists delivering and assessing the units. Centres must adhere to the Pearson policies that apply to the different modes of delivery. Our policy on *Collaborative arrangements for the delivery of vocational qualifications* is available on our website.

There are various approaches to delivering a successful competence-based qualification. The section below outlines elements of good practice that centres can adopt in relation to learner recruitment, preparation and support, training and assessment delivery, and employer engagement.

Elements of good practice

Learner recruitment, preparation and support

Good practice in relation to learner recruitment, preparation and support includes:

- providing initial advice and guidance, including work tasters, to potential learners to give them an insight into the relevant industry and the learning programme
- using a range of appropriate and rigorous selection methods to ensure that learners are matched to the programme best suited to their needs
- carrying out a thorough induction for learners to ensure that they completely understand the programme and what is expected of them. The induction should include, for example, the requirements of the programme, an initial assessment of current competency levels, assessment of individual learning styles, identification of training needs, an individual learning plan, details of training delivery and the assessment process. It is good practice to involve employers in the induction process. This helps them to understand what will be taking place during the programme and enables them to start building a relationship with the centre to support the effective delivery of the programme
- keeping in regular contact with the learner to keep them engaged and motivated, and ensuring that there are open lines of communication between the learner, the assessor, the employer and teaching staff.

Training and assessment delivery

Good practice in relation to training and assessment delivery includes:

- offering flexible delivery and assessment to meet the needs of the employer and learner, through the use of a range of approaches, for example virtual learning environments (VLEs), online lectures, video, printable online resources, virtual visits, webcams for distance training, e-portfolios
- planning opportunities for the development and practising of skills on the job. On-the-job training presents an excellent opportunity to develop the learner's routine expertise, resourcefulness, craftspersonship and business-like attitude. It is therefore important that there is intentional structuring of practice and guidance to supplement the learning and development provided through engagement in everyday work activities. Learners need to have structured time to learn and practise their skills separate from their everyday work activities. Teaching and learning methods, such as coaching, mentoring, shadowing, reflective practice, collaboration and consultation, could be used in this structured on-the-job learning
- developing an holistic approach to assessment by matching evidence to different assessment criteria, learning outcomes and units as appropriate, thereby reducing the assessment burden on learners and assessors. It is good practice to draw up an assessment plan that aligns the units with the learning process and the acquisition of knowledge and skills, and which indicates how and when the units will be assessed
- discussing and agreeing with the learner and employer suitable times, dates and work areas where assessment will take place. Learners and employers should be given regular and relevant feedback on performance and progress.

Employer engagement

Good practice in relation to employer engagement includes:

- communicating with employers at the start of the programme to understand their business context and requirements so that the programme can be tailored to meet their needs
- working with employers to ensure that learners are allocated a mentor in the workplace to assist them in the day-to-day working environment and to act as a contact for the assessor/tutor
- helping employers to better understand their role in the delivery of the programme. It is important that employers understand that sufficient and relevant work must be given to learners in order to provide a culture of learning and to ensure that they are given every opportunity to participate in aspects of continuous professional development (CPD).

6 Centre resource requirements

As part of the approval process, centres must make sure that the resource requirements below are in place before offering the qualification.

- Centres must have the appropriate physical resources to support delivery and assessment of the qualification. For example, a workplace in line with industry standards, or a Realistic Working Environment (RWE), where permitted, as specified in the assessment strategy for the sector, equipment, IT, learning materials, teaching rooms.
- Where RWE is permitted, it must offer the same conditions as the normal, day-to-day working environment, with a similar range of demands, pressures and requirements for cost-effective working.
- Centres must meet any specific human and physical resource requirements outlined in the assessment strategy in *Annexe A*. Staff assessing learners must meet the occupational competence requirements within the overarching assessment strategy for the sector.
- There must be systems in place to ensure continuing professional development for staff delivering the qualification.
- Centres must have appropriate health and safety policies, procedures and practices in place for the delivery and assessment of the qualification.
- Centres must have in place robust internal verification systems and procedures to ensure the quality and authenticity of learners' work as well as the accuracy and consistency of assessment decisions between assessors operating at the centre. For information on the requirements for implementing assessment processes in centres, please refer to the *NVQ Quality Assurance Centre Handbook* and the *Pearson Edexcel NVQs, SVQs and competence-based qualifications – Delivery Requirements and Quality Assurance Guidance* on our website.
- Centres must deliver the qualification in accordance with current equality legislation. For further details on Pearson's commitment to the Equality Act 2010, please see *Section 7 Access and recruitment*. For full details on the Equality Act 2010, visit www.legislation.gov.uk

7 Access and recruitment

Our policy on access to our qualifications is that:

- they should be available to everyone who is capable of reaching the required standards
- they should be free from barriers that restrict access and progression
- there should be equal opportunities for all wishing to access the qualifications.

Centres must ensure that their learner recruitment process is conducted with integrity. This includes ensuring that applicants have appropriate information and advice about the qualification to ensure that it will meet their needs.

Centres should review applicants' prior qualifications and/or experience, considering whether this profile shows that they have the potential to achieve the qualification.

Prior knowledge, skills and understanding

No prior knowledge, understanding, skills or qualifications are required for learners to register for this qualification.

Access to qualifications for learners with disabilities or specific needs

Equality and fairness are central to our work. Pearson's *Equality Policy* requires all learners to have equal opportunity to access our qualifications and assessments and that our qualifications are awarded in a way that is fair to every learner.

We are committed to making sure that:

- learners with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve from undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

For learners with disabilities and specific needs, the assessment of their potential to achieve the qualification must identify, where appropriate, the support that will be made available to them during delivery and assessment of the qualification. Please see the information regarding reasonable adjustments and special consideration in *Section 8 Assessment*.

8 Assessment

To achieve a pass for this qualification, the learner must achieve all the units required in the stated qualification structure.

Language of assessment

Assessments for the units in this qualification are in English only.

A learner taking the qualification may be assessed in British or Irish Sign Language where it is permitted for the purpose of reasonable adjustment.

Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) document *Adjustments for candidates with disabilities and learning difficulties, Access Arrangements, Reasonable Adjustments and Special Consideration, General and Vocational qualifications*. The document is available on our website.

Internal assessment

The units in this qualification are assessed through an internally and externally quality assured Portfolio of Evidence made up of evidence gathered during the course of the learner's work.

Each unit has specified learning outcomes and assessment criteria. To pass each unit the learner must:

- achieve **all** the specified learning outcomes
- satisfy **all** the assessment criteria by providing sufficient and valid evidence for each criterion
- prove that the evidence is their own.

The learner must have an assessment record that identifies the assessment criteria that have been met. The assessment record should be cross-referenced to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment. Suitable centre documentation should be used to form an assessment record.

It is important that the evidence provided to meet the assessment criteria for the unit and learning outcomes is:

Valid	relevant to the standards for which competence is claimed
Authentic	produced by the learner
Current	sufficiently recent to create confidence that the same skill, understanding or knowledge persist at the time of the claim
Reliable	indicates that the learner can consistently perform at this level
Sufficient	fully meets the requirements of the standards.

Learners can provide evidence of occupational competence from:

- **current practice** – where evidence is generated from a current job role
- a **programme of development** – where evidence comes from assessment opportunities built into a learning programme. The evidence provided must meet the assessment requirements for the qualification
- the **Recognition of Prior Learning (RPL)** – where a learner can demonstrate that they can meet a unit's assessment criteria through knowledge, understanding or skills they already possess without undertaking a course of development. They must submit sufficient, reliable, authentic and valid evidence for assessment. Evidence submitted that is based on RPL should give the centre confidence that the same level of skill, understanding and knowledge exists at the time of claim as existed at the time the evidence was produced. RPL is acceptable for accrediting a unit, several units, or a whole qualification.
- Further guidance is available in our policy document *Recognition of Prior Learning Policy and Process*, available on our website
- a combination of these.

Assessment requirements

The assessment strategy for the qualification is included in *Annexe A*. It sets out the overarching assessment principles and the framework for assessing the units to ensure that the qualification remain valid and reliable. It has been developed by ConstructionSkills in partnership with employers, training providers, awarding organisations and the regulatory authorities.

Types of evidence

To achieve a unit, the learner must gather evidence that shows that they have met the required standard specified in the assessment criteria, Pearson's quality assurance arrangements (please see *Section 10 Quality assurance of centres*) and the requirements of the assessment strategy given in *Annexe A*.

In line with the assessment strategy, evidence for internally-assessed units can take a variety of forms as indicated below:

- direct observation of the learner's performance by their assessor (O)
- outcomes from oral or written questioning (Q&A)
- products of the learner's work (P)
- personal statements and/or reflective accounts (RA)
- professional discussion (PD)
- authentic statements/witness testimony (WT)
- expert witness testimony (EWT)
- evidence of Recognition of Prior Learning (RPL).

Learners can use the abbreviations in their portfolios for cross-referencing purposes.

Learners can also use one piece of evidence to prove their knowledge, skills and understanding across different assessment criteria and/or across different units. It is not necessary for learners to have each assessment criterion assessed separately. They should be encouraged to reference evidence to the relevant assessment criteria. However, the evidence provided for each unit must clearly reference the unit being assessed. Evidence must be available to the Assessor, the Internal Verifier and the Pearson Standards Verifier.

Any specific evidence requirements for a unit are given in the *Unit assessment requirements* section of the unit.

Further guidance on the requirements for centre quality assurance and internal verification processes is available on our website. Please see *Section 12 Further information and useful publications* for details.

Assessment of knowledge and understanding

Knowledge and understanding are key components of competent performance, but it is unlikely that performance evidence alone will provide sufficient evidence for knowledge-based learning outcomes and assessment criteria. Where the learner's knowledge and understanding is not apparent from performance evidence, it must be assessed through other valid methods and be supported by suitable evidence. The evidence provided to meet these learning outcomes and assessment criteria must be in line with ConstructionSkills assessment strategy. Any specific assessment requirements are stated in the *Unit assessment requirements* section of each unit in *Section 11 Unit format*.

Appeals

Centres must have a policy for dealing with appeals from learners. Appeals may relate to incorrect assessment decisions or unfairly conducted assessment. The first step in such a policy is a consideration of the evidence by a Lead Internal Verifier or other member of the programme team. The assessment plan should allow time for potential appeals after learners have been given assessment decisions.

Centres must document all learners' appeals and their resolutions. Further information on the appeals process can be found in our *Enquiries and Appeals about Pearson vocational qualifications policy*, available on our website.

Dealing with malpractice

Malpractice means acts that undermine the integrity and validity of assessment, the certification of qualifications and/or may damage the authority of those responsible for delivering the assessment and certification.

Pearson does not tolerate actions (or attempted actions) of malpractice by learners, centre staff or centres in connection with Pearson qualifications. Pearson may impose penalties and/or sanctions on learners, centre staff or centres where incidents (or attempted incidents) of malpractice have been proven.

Malpractice may arise or be suspected in relation to any unit or type of assessment within the qualification. For further details on malpractice and advice on preventing learner malpractice by please see *Pearson's Centre Guidance: Dealing with Malpractice*, available on our website.

Internal assessment

Centres are required to take steps to prevent malpractice and to investigate instances of suspected malpractice. Learners must be given information that explains what malpractice is for internal assessment and how suspected incidents will be dealt with by the centre. The *Centre Guidance: Dealing with Malpractice* document gives full information on the actions we expect you to take.

Pearson may conduct investigations if we believe that a centre is failing to conduct internal assessment according to our policies. The above document gives more information and examples, and details the penalties and sanctions that may be imposed.

In the interests of learners and centre staff, centres need to respond effectively and openly to all requests relating to an investigation into an incident of suspected malpractice.

Learner malpractice

The head of centre is required to report incidents of suspected learner malpractice that occur during Pearson examinations. We ask centres to complete JCQ Form M1 (www.jcq.org.uk/malpractice) and email it with any accompanying documents (signed statements from the learner, invigilator, copies of evidence, etc.) to the Investigations Team at pqsmalpractice@pearson.com. The responsibility for determining appropriate sanctions or penalties to be imposed on learners lies with Pearson.

Learners must be informed at the earliest opportunity of the specific allegation and the centre's malpractice policy, including the right of appeal. Learners found guilty of malpractice may be disqualified from the qualification for which they have been entered with Pearson.

Teacher/centre malpractice

The head of centre is required to inform Pearson's Investigations Team of any incident of suspected malpractice by centre staff, before any investigation is undertaken. The head of centre is requested to inform the Investigations Team by submitting a JCQ M2(a) form (downloadable from www.jcq.org.uk/malpractice) with supporting documentation to pqsmalpractice@pearson.com. Where Pearson receives allegations of malpractice from other sources (for example Pearson staff, anonymous informants), the Investigations Team will conduct the investigation directly or may ask the head of centre to assist.

Incidents of maladministration (accidental errors in the delivery of Pearson qualifications that may affect the assessment of learners) should also be reported to the Investigations Team using the same method.

Heads of centres/principals/chief executive officers or their nominees are required to inform learners and centre staff suspected of malpractice of their responsibilities and rights, please see *6.15 of JCQ Suspected Malpractice in Examinations and Assessments Policies and Procedures*.

Pearson reserves the right in cases of suspected malpractice to withhold the issuing of results/certificates while an investigation is in progress. Depending on the outcome of the investigation, results and/or certificates may not be released or they may be withheld.

We reserve the right to withhold certification when undertaking investigations, audits and quality assurances processes. You will be notified within a reasonable period of time if this occurs.

Sanctions and appeals

Where malpractice is proven, we may impose sanctions or penalties.

Where learner malpractice is evidenced, penalties may be imposed such as:

- mark reduction for affected external assessments
- disqualification from the qualification
- debarment from registration for Pearson qualifications for a period of time.

If we are concerned about your centre's quality procedures we may impose sanctions such as:

- working with you to create an improvement action plan
- requiring staff members to receive further training
- placing temporary blocks on your certificates
- placing temporary blocks on registration of learners
- debarring staff members or the centre from delivering Pearson qualifications
- suspending or withdrawing centre approval status.

The centre will be notified if any of these apply.

Pearson has established procedures for centres that are considering appeals against penalties and sanctions arising from malpractice. Appeals against a decision made by Pearson will normally be accepted only from the head of centres (on behalf of learners and/or members or staff) and from individual members (in respect of a decision taken against them personally). Further information on appeals can be found in our *Enquiries and Appeals policy*, on our website. In the initial stage of any aspect of malpractice, please notify the Investigations Team (via pqsmalpractice@pearson.com) who will inform you of the next steps.

Reasonable adjustments to assessment

Centres are able to make adjustments to assessments to take account of the needs of individual learners in line with the guidance given in the document *Pearson Supplementary Guidance for Reasonable Adjustment and Special Consideration in Vocational Internally Assessed Units*. In most instances, adjustments can be achieved by following the guidance; for example allowing the use of assistive technology or adjusting the format of the evidence. We can advise you if you are uncertain as to whether an adjustment is fair and reasonable. Any reasonable adjustment must reflect the normal learning or working practice of a learner in a centre or working within the occupational area.

Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) document *Adjustments for candidates with disabilities and learning difficulties, Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational qualifications*.

Both documents are on our website.

Special consideration

Centres must operate special consideration in line with the guidance given in the document *Pearson Supplementary Guidance for Reasonable Adjustment and Special Consideration in Vocational Internally Assessed Units*. Special consideration may not be applicable in instances where:

- assessment requires the demonstration of practical competence
- criteria have to be met fully
- units/qualifications confer licence to practice.

Centres cannot apply their own special consideration; applications for special consideration must be made to Pearson and can be made only on a case-by-case basis. A separate application must be made for each learner and certification claims must not be made until the outcome of the application has been received.

Further information on special consideration can be found in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments and Special Consideration, General and Vocational qualifications*.

Both of the documents mentioned above are on our website.

9 Centre recognition and approval

Centre recognition

Centres that have not previously offered Pearson competence-based qualifications need to apply for and be granted centre recognition and approval as part of the process for approval to offer individual qualifications.

Existing centres will be given 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by a new qualification and the conditions for automatic approval are met.

Guidance on seeking approval to deliver Pearson vocational qualifications is available on our website.

Approvals agreement

All centres are required to enter into an approval agreement, which is a formal commitment by the head or principal of a centre, to meet all the requirements of the specification and any associated codes, conditions or regulations. Pearson will act to protect the integrity of the awarding of qualifications. If centres do not comply with the agreement, this could result in the suspension of certification or withdrawal of approval.

10 Quality assurance of centres

Quality assurance is at the heart of vocational qualifications. Centres are required to declare their commitment to ensuring quality and to giving learners appropriate opportunities that lead to valid and accurate assessment outcomes.

Centres must follow quality assurance requirements for standardisation of assessors and internal verifiers and the monitoring and recording of assessment processes. Pearson uses external quality assurance procedures to check that all centres are working to national standards. It gives us the opportunity to identify and provide support to safeguard certification and quality standards. It also allows us to recognise and support good practice.

Centres offering competence-based qualifications will receive at least one visit from our Standards Verifier, followed by ongoing support and development. This may result in more visits or remote support, as required to complete standards verification. The exact frequency and duration of Standards Verifier visits will reflect the centre's performance, taking account of the:

- number of assessment sites
- number and throughput of learners
- number and turnover of assessors
- number and turnover of internal verifiers.

In order for certification to be released, confirmation is required that the Occupational Standards for assessment and verification, and for the specific occupational sector are being met consistently.

For further details, please go to the document the document *General Guidance for Centres and Learners*.

Additionally, centres offering the qualification as stand-alone should refer to the document *Centre Guide to Quality Assurance Pearson NVQ/SVQ & Competence-based Qualifications*, and centres offering the qualification within BTEC Apprenticeship frameworks should refer to the document *Quality Assurance Handbook BTEC Apprenticeship*.

All three documents mentioned above are available on our website.

11 Unit format

Each unit has the following sections.

Unit number

The number is in a sequence in the specification. Where a specification has more than one qualification, numbers may not be sequential for an individual qualification.

Unit title

This is the formal title of the unit that will appear on the learner's certificate.

Level

All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors defined by Ofqual, the qualifications regulator.

Unit type

This says if the unit is mandatory or optional for the qualification. See information in *Section 4 Qualification structure* for full details.

Guided Learning Hours (GLH)

Guided Learning Hours (GLH) is the number of hours that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.

Pearson has consulted with users of the qualification and has assigned a number of hours to this activity for each unit.

Unit summary

This summarises the purpose of the unit and the learning the unit offers.

Unit assessment requirements

This outlines the requirements for the assessment of the unit. Learners must provide evidence according to each of the requirements stated in this section.

Learning outcomes

The learning outcomes set out what a learner will know, understand or be able to do as the result of a process of learning.

Assessment criteria

The assessment criteria specify the standard the learner is required to meet to achieve a learning outcome.

Unit 1: Conforming to General Health, Safety and Welfare in the Workplace

Level: 1
Unit type: Mandatory
Guided learning hours: 7

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in conforming to general health, safety and welfare in the workplace within the relevant sector of industry.

Unit assessment requirements

This unit must be assessed in a work environment, in accordance with:

- the Additional Requirements for Qualifications using the title NVQ
- the ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment (please see *Annexe A*).

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.

Workplace evidence of skills cannot be simulated.

Update by CITB, July 2014: for assessment criteria 2.3 and 2.4, it may not be possible or necessary for the learner to list the top ten HSE safety risks, or the top five common health risks, to meet the learning outcome. Learners are allowed to meet this learning outcome by listing the current common safety and health risks.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Comply with all workplace health, safety and welfare legislation requirements	1.1	Comply with information from workplace inductions and any health, safety and welfare briefings attended relevant to the occupational area			
		1.2	Use health and safety control equipment safely to carry out the activity in accordance with legislation and organisational requirements			
		1.3	Comply with statutory requirements, safety notices and warning notices displayed within the workplace and/or on equipment			
		1.4	State why and when health and safety control equipment, identified by the principles of protection, should be used relating to types, purpose and limitations of each type, the work situation, occupational use and the general work environment, in relation to: <ul style="list-style-type: none"> • collective protective measures • personal protective equipment (PPE) • respiratory protective equipment (RPE) • local exhaust ventilation (LEV) 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		1.5	State how the health and safety control equipment relevant to the work should be used in accordance with the given instructions			
		1.6	State which types of health, safety and welfare legislation, notices and warning signs are relevant to the occupational area and associated equipment			
		1.7	State why health, safety and welfare legislation, notices and warning signs are relevant to the occupational area			
		1.8	State how to comply with control measures that have been identified by risk assessments and safe systems of work			
2	Recognise hazards associated with the workplace that have not been previously controlled and report them in accordance with organisational procedures	2.1	Report any hazards created by changing circumstances within the workplace in accordance with organisational procedures			
		2.2	List typical hazards associated with the work environment and occupational area in relation to resources, substances, asbestos, equipment, obstructions, storage, services and work activities			
		2.3	List the current Health and Safety Executive top ten safety risks			
		2.4	List the current Health and Safety Executive top five health risks			
		2.5	State how changing circumstances within the workplace could cause hazards			
		2.6	State the methods used for reporting changed circumstances, hazards and incidents in the workplace			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Comply with organisational policies and procedures to contribute to health, safety and welfare	3.1	Interpret and comply with given instructions to maintain safe systems of work and quality working practices			
		3.2	Contribute to discussions by offering/providing feedback relating to health, safety and welfare			
		3.3	Contribute to the maintenance of workplace welfare facilities in accordance with workplace welfare procedures			
		3.4	Safely store health and safety control equipment in accordance with given instructions			
		3.5	Dispose of waste and/or consumable items in accordance with legislation			
		3.6	State the organisational policies and procedures for health, safety and welfare, in relation to: <ul style="list-style-type: none"> dealing with accidents and emergencies associated with the work and environment methods of receiving or sourcing information reporting stopping work evacuation fire risks and safe exit procedures consultation and feedback 			
		3.7	State the appropriate types of fire extinguishers relevant to the work			
		3.8	State how and when the different types of fire extinguishers are used in accordance with legislation and official guidance			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Work responsibly to contribute to workplace health, safety and welfare whilst carrying out work in the relevant occupational area	4.1	Demonstrate behaviour which shows personal responsibility for general workplace health, safety and welfare			
		4.2	State how personal behaviour demonstrates responsibility for general workplace health, safety and welfare, in relation to: <ul style="list-style-type: none"> recognising when to stop work in the face of serious and imminent danger to self and/or others contributing to discussions and providing feedback reporting changed circumstances and incidents in the workplace complying with the environmental requirements of the workplace 			
		4.3	Give examples of how the behaviour and actions of individuals could affect others within the workplace			
5	Comply with and support all organisational security arrangements and approved procedures	5.1	Provide appropriate support for security arrangements in accordance with approved procedures: <ul style="list-style-type: none"> during the working day on completion of the day's work for unauthorised personnel (other operatives and the general public) for theft 			
		5.2	State how security arrangements are implemented in relation to the workplace, the general public, site personnel and resources			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Unit 2: Conforming to Productive Working Practices in the Workplace

Level: 2
Unit type: Mandatory
Guided learning hours: 10

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in conforming to productive working practices in the workplace within the relevant sector of industry.

Unit assessment requirements

This unit must be assessed in a work environment, in accordance with:

- the Additional Requirements for Qualifications using the title NVQ
- the ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment (please see *Annexe A*).

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.

Workplace evidence of skills cannot be simulated.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Communicate with others to establish productive work practices	1.1	Communicate in an appropriate manner with line management, colleagues and/or customers to ensure that work is carried out productively			
		1.2	Describe the different methods of communicating with line management, colleagues and customers			
		1.3	Describe how to use different methods of communication to ensure that the work carried out is productive			
		1.4	Communicate in an appropriate manner with line management, colleagues and/or customers to ensure that work is carried out productively			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Follow organisational procedures to plan the sequence of work	2.1	Interpret relevant information from organisational procedures in order to plan the sequence of work			
		2.2	Plan the sequence of work, using appropriate resources, in accordance with organisational procedures to ensure work is completed productively			
		2.3	Describe how organisational procedures are applied to ensure work is planned and carried out productively, in relation to: <ul style="list-style-type: none"> • using resources for own and others' work requirements • allocating appropriate work to employees • organising the work sequence • reducing carbon emissions 			
		2.4	Describe how to contribute to zero/low carbon work outcomes within the built environment			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Maintain relevant records in accordance with the organisational procedures	3.1	Complete relevant documentation according to the occupation as required by the organisation			
		3.2	Describe how to complete and maintain documentation in accordance with organisational procedures, in relation to: <ul style="list-style-type: none"> • job cards • worksheets • material/resource lists • time sheets 			
		3.3	Explain the reasons for ensuring documentation is completed clearly and within given timescales			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Maintain good working relationships when conforming to productive working practices	4.1	Carry out work productively, to the agreed specification, in conjunction with line management, colleagues, customers and/or other relevant people involved in the work to maintain good working relationships			
		4.2	Apply the principles of equality and diversity and respect the needs of individuals when communicating and working with others			
		4.3	Describe how to maintain good working relationships, in relation to: <ul style="list-style-type: none"> • individuals • customer and operative • operative and line management • own and other occupations 			
		4.4	Describe why it is important to work effectively with line management, colleagues and customers			
		4.5	Describe how working relationships could have an effect on productive working			
		4.6	Describe how to apply principles of equality and diversity when communicating and working with others			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Unit 3: Moving, Handling and Storing Resources in the Workplace

Level: 2
Unit type: Mandatory
Guided learning hours: 17

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in moving, handling and storing resources in the workplace within the relevant sector of industry.

Unit assessment requirements

This unit must be assessed in a work environment, in accordance with:

- the Additional Requirements for Qualifications using the title NVQ
- the ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment (please see *Annexe A*).

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.

Workplace evidence of skills cannot be simulated.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Comply with given information when moving, handling and/or storing resources	1.1	Interpret the given information relating to moving, handling and/or storing resources, relevant to the given occupation			
		1.2	Interpret the given information relating to the use and storage of lifting aids and equipment			
		1.3	Describe the different types of technical, product and regulatory information, their source and how they are interpreted			
		1.4	State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented			
		1.5	Interpret the given information relating to moving, handling and/or storing resources, relevant to the given occupation			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Know how to comply with relevant legislation and official guidance when moving, handling and/or storing resources	2.1	Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> in the workplace, in confined spaces, below ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting 			
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative			
		2.3	Explain what the accident reporting procedures are and who is responsible for making the reports			
		2.4	State the appropriate types of fire extinguishers relevant to the work			
		2.5	Describe how and when the different types of fire extinguishers, relevant to the given occupation, are used in accordance with legislation and official guidance			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Maintain safe working practices when moving, handling and/or storing resources	3.1	Use health and safety control equipment safely to carry out the activity in accordance with legislation and organisational requirements when moving, handling and/or storing resources			
		3.2	Use lifting aids safely as appropriate to the work			
		3.3	Protect the environment in accordance with safe working practices as appropriate to the work			
		3.4	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to moving, handling and/or storing resources, and the types, purpose and limitations of each type, the work situation, occupational use and the general work environment, in relation to: <ul style="list-style-type: none"> • collective protective measures • personal protective equipment (PPE) • respiratory protective equipment (RPE) • local exhaust ventilation (LEV) 			
		3.5	Describe how the health and safety control equipment relevant to the work should be used in accordance with the given instructions			
		3.6	State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Select the required quantity and quality of resources for the methods of work to move, handle and/or store occupational resources	4.1	Select the relevant resources to be moved, handled and/or stored, associated with own work			
		4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the occupational resources in relation to: <ul style="list-style-type: none"> lifting and handling aids container(s) fixing, holding and securing systems 			
		4.3	Describe how the resources should be handled and how any problems associated with the resources are reported			
		4.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources			
		4.5	Describe any potential hazards associated with the resources and methods of work			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Prevent the risk of damage to occupational resources and surrounding environment when moving, handling and/or storing resources	5.1	Protect occupational resources and their surrounding area from damage in accordance with safe working practices and organisational procedures			
		5.2	Dispose of waste and packaging in accordance with legislation			
		5.3	Maintain a clean work space when moving, handling or storing resources			
		5.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions			
		5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance			
6	Complete the work within the allocated time when moving, handling and/or storing resources	6.1	Demonstrate completion of the work within the allocated time			
		6.2	State the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> progress charts, timetables and estimated times organisational procedures for reporting circumstances which will affect the work programme 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Comply with the given occupational resource information to move, handle and/or store resources to the required guidance	7.1	Demonstrate the following work skills when moving, handling and/or storing occupational resources: <ul style="list-style-type: none"> moving, positioning, storing, securing and/or using lifting aids and kinetic lifting techniques 			
		7.2	Move, handle and/or store occupational resources to meet product information and organisational requirements relating to three of the following: <ul style="list-style-type: none"> sheet material loose material bagged or wrapped material fragile material tools and equipment components liquids 			
		7.3	Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them when moving, handling and/or storing occupational resources			
		7.4	Describe the needs of other occupations when moving, handling and/or storing resources			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 4: **Deliver Reliable Customer Service**

Level: 2

Unit type: **Mandatory**

Guided learning hours: 33

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in delivering reliable customer service in the workplace within the relevant sector of industry.

Unit assessment requirements

There are no specific assessment requirements for this unit. Please refer to the overall ConstructionSkills assessment requirements/strategy for Construction and the Built Environment (please see *Annexe A*).

This unit must be assessed against own area of work (i.e. building maintenance).

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Prepare to deal with customers	1.1	Keep their knowledge of their organisation's services or products up-to-date			
		1.2	Ensure that the area they work in is tidy, safe and organised efficiently			
		1.3	Prepare and arrange everything they need to deal with customers before their shift or period of work commences			
2	Give consistent service to customers	2.1	Make realistic customer service promises to customers			
		2.2	Ensure that their promises balance the needs of their customers and their organisation			
		2.3	Keep their promises to customers			
		2.4	Inform their customers if they cannot keep their promises due to unforeseen circumstances			
		2.5	Recognise when their customers' needs or expectations have changed and adapt their service to meet the new requirements			
		2.6	Keep their customers informed if delivery of the service needs to involve passing them on to another person or organisation			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Check customer service delivery	3.1	Check that the service they have given meets their customers' needs and expectations			
		3.2	Identify when they could have given better service to customers and how their service could have been improved			
		3.3	Share information with colleagues and service partners to maintain and improve their standards of service delivery			
4	Know how to deliver reliable customer service	4.1	Describe their organisation's services or products			
		4.2	Explain their organisation's procedures and systems for delivering customer service			
		4.3	Describe methods or systems for measuring an organisation's effectiveness in delivering customer service			
		4.4	Explain their organisation's procedures and systems for checking service delivery			
		4.5	Explain their organisation's requirements for health and safety in their area of work			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 5: Erecting and Dismantling Access/Working Platforms in the Workplace

Level: 2
Unit type: Optional
Guided learning hours: 27

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in erecting and dismantling access/working platforms in the workplace within the relevant sector of industry.

Unit assessment requirements

This unit must be assessed in a work environment and in accordance with:

- the Additional Requirements for Qualifications using the title NVQ
- the ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment (please see *Annexe A*).

Assessors for this unit must use a combination of the following assessment methods:

- observation of normal work activities within the workplace that clearly confirms the required skills
- questioning the learner on knowledge criteria that clearly confirms the required understanding
- review of other forms of evidence that can clearly confirm industry required skills, knowledge and understanding.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of erecting and dismantling access/working platforms to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

This unit must be assessed against the **two** of following endorsements:

- building maintenance (carpentry)
- building maintenance (painting and decorating)
- building maintenance (tiling)
- building maintenance (plastering)
- building maintenance (roofing)
- building maintenance (trowel occupations).

Plus **two** or more of the following:

- ladders/crawler boards
- stepladders/platform steps
- proprietary towers
- trestle platforms
- mobile scaffold towers
- proprietary staging/podiums.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when erecting and dismantling access/working platforms	1.1	Interpret and extract information from specifications, method statements, risk assessments and manufacturers' information			
		1.2	Comply with information and/or instructions derived from risk assessments and method statement			
		1.3	State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> specifications, current legislation, method statements, risk assessments and manufacturers' information 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Know how to comply with relevant legislation and official guidance when erecting and dismantling access/working platforms	2.1	Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> in the workplace, at height, in confined areas, with tools and equipment, with movement/storage of materials and by manual handling 			
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative			
		2.3	State what the accident reporting procedures are and who is responsible for making reports			
3	Maintain safe working practices when erecting and dismantling access/working platforms	3.1	Use personal protective equipment (PPE) and access equipment safely to carry out the activity in accordance with legislation and organisational requirements when erecting and dismantling access/working platforms			
		3.2	Explain why, when and how personal protective equipment (PPE) should be used, relating to erecting and dismantling access/working platforms, and the types, purpose and limitations of each type			
		3.3	State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Select the required quantity and quality of resources for the methods of work to erect and dismantle access/working platforms	4.1	Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> • ladders/crawler boards • stepladders/platform steps • trestles • proprietary staging/podiums • proprietary towers • mobile scaffold towers • protection equipment and notices • tools and ancillary equipment 			
		4.2	Select resources associated with own work in relation to materials, components, tools and equipment			
		4.3	State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used			
		4.4	Outline potential hazards associated with the resources and method of work			
		4.5	Describe how to calculate quantity of equipment required associated with the method/procedure to erect and dismantle access equipment/working platforms			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Minimise the risk of damage to the work and surrounding area when erecting and dismantling access/working platforms	5.1	Protect the work and its surrounding area from damage			
		5.2	Minimise damage and maintain a clean work space			
		5.3	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions			
		5.4	Dispose of waste in accordance with legislation			
		5.5	State why the disposal of waste should be carried out in relation to the work			
6	Complete the work within the allocated time when erecting and dismantling access/working platforms	6.1	Demonstrate completion of the work within the allocated time			
		6.2	State the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> organisational procedures for reporting circumstances which will affect the work programme 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Comply with the given contract information to erect and dismantle access/working platforms to the required specification	7.1	Demonstrate the following work skills when erecting and dismantling access/working platforms: <ul style="list-style-type: none"> • moving, positioning/erecting, securing, checking, dismantling and removing 			
		7.2	Erect, dismantle and store two of the following access equipment to given access regulations: <ul style="list-style-type: none"> • ladders/crawler boards • stepladders/platform steps • proprietary towers • trestle platforms • mobile scaffold towers • proprietary staging/podiums 			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		7.3 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: <ul style="list-style-type: none"> • provide protection to the work area • establish a base for equipment • erect proprietary access equipment to manufacturer's instructions suitable for the work • erect non-proprietary access equipment suitable for the work • place protective screens and notices • check/monitor equipment during the period of use • dismantle and store access equipment • use tools and equipment • work at height 			
		7.4 Safely use and store materials, hand tools and ancillary equipment			
		7.5 State the needs of other occupations and how to communicate within a team when erecting and dismantling access/working platforms			
		7.6 Describe how to maintain the tools and equipment used when erecting and dismantling access/working platforms			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 6: Installing, Maintaining and Removing Work Area Protection and Safety Equipment in the Workplace

Level: 2
Unit type: Optional
Guided learning hours: 55

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in establishing work area protection and safety in the workplace within the relevant sector of industry.

Unit assessment requirements

This unit must be assessed in a work environment, in accordance with:

- the Additional Requirements for Qualifications using the title NVQ
- the ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment (please see *Annexe A*).

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.

Workplace evidence of skills cannot be simulated.

This unit must be assessed against own area of work (i.e. building maintenance). Plus **two** of the following endorsements:

- maintenance carpentry
- maintenance painting and decorating
- maintenance tiling
- maintenance plastering
- maintenance roofing
- maintenance trowel occupations.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when installing, maintaining and removing work area protection and safety equipment	1.1	Interpret and extract relevant information from drawings, plans, risk assessments, method statements, specifications, schedules and manufacturers' information.			
		1.2	Comply with information and/or instructions derived from risk assessments and method statements.			
		1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> drawings, plans, risk assessments, method statements, specifications, schedules, site inspection reports, manufacturers' information, verbal and written instructions, current regulations and official guidance associated with protecting work areas. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Know how to comply with relevant legislation and official guidance when establishing work area protection and safety	2.1	Describe their responsibilities regarding potential accidents, health hazards and the environment, whilst working: <ul style="list-style-type: none"> in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement and storage of materials by manual handling and mechanical lifting. 			
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.			
		2.3	Explain what the accident reporting procedures are and who is responsible for making reports.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Maintain safe and healthy working practices when installing, maintaining and removing work area protection and safety equipment	3.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when installing, maintaining and removing work area protection and safety equipment.			
		3.2	Demonstrate compliance with given information and relevant legislation when installing, maintaining and removing work area protection and safety equipment in relation to at least two of the following: <ul style="list-style-type: none"> • safe use of access equipment • safe use, storage and handling of materials, tools and equipment • specific risks to health. 			
		3.3	Explain why and when health and safety control equipment, identified by the principles of prevention, should be used, relating to installing, maintaining and removing work area protection and safety equipment, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> • collective protective measures • personal protective equipment (PPE) • respiratory protective equipment (RPE) • local exhaust ventilation (LEV). 			
		3.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.			
		3.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Select the required quantity and quality of resources for the methods of work to install, maintain and remove work area protection and safety equipment	4.1	Select resources associated with own work in relation to materials, components and fixings, and tools and equipment.			
		4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> • safety and security equipment (cones, tapes, fences, barriers, hoarding, doors, gates) • protection and safety notices • signs and lighting • hand tools, power tools and equipment. 			
		4.3	Describe how to confirm that the resources and materials conform to the specification.			
		4.4	Describe how the resources should be used correctly and how problems associated with the resources are reported.			
		4.5	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.			
		4.6	Describe any potential hazards associated with the resources and methods of work.			
		4.7	Describe how to calculate quantity, length and area associated with the method and procedure to install, maintain and remove work area protection and safety equipment.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Minimise the risk of damage to the work and surrounding area when installing, maintaining and removing work area protection and safety equipment	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.			
		5.2	Maintain a clear and tidy work space.			
		5.3	Dispose of waste in accordance with current legislation.			
		5.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.			
		5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.			
6	Complete the work within the allocated time when installing, maintaining and removing work area protection and safety equipment	6.1	Demonstrate completion of the work within the allocated time.			
		6.2	Describe the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> • types of productivity targets and time scales • how times are estimated • organisational procedures for reporting circumstances which will affect the work programme. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Comply with the given contract information to install, maintain and remove work area protection and safety equipment to the required specification	7.1	Demonstrate the following work skills when installing, maintaining and removing work area protection and safety equipment: <ul style="list-style-type: none"> measuring, setting out, positioning, assembling, constructing, securing, dismantling and removing. 			
		7.2	Use and maintain hand tools, power tools and ancillary equipment.			
		7.3	Install, maintain and remove temporary protection and safety arrangements for the work area, to given working instructions, relating to protection equipment, barriers, fences and at least one of the following: <ul style="list-style-type: none"> protection and safety notices safety lighting. 			
		7.4	Report work undertaken			
		7.5	Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: <ul style="list-style-type: none"> plan for the protection and the safety of the work and surrounding environment conform to agreed specification confirm the location of utility services and ensure they are protected prepare and set out area protection equipment to required dimensions install, check and maintain the protection and safety equipment dismantle and remove protection and safety equipment 			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		<ul style="list-style-type: none"> • install safety notices • install lighting systems • monitor and check accuracy during progress and on completion of work • install, maintain and remove work area protection equipment in public areas • transport, load and off load work area protection equipment • recognise and determine when specialist skills and knowledge are required and report accordingly • use hand tools, power tools and equipment • work at height • use access equipment. 			
		7.6 Describe the needs of other occupations and how to communicate effectively within a team when installing, maintaining and removing work area protection and safety equipment in the workplace.			
		7.7 Describe how to maintain the tools and equipment used when installing, maintaining and removing work area protection and safety equipment in the workplace.			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 7: Clearing the Site and Handing Over on Completion in the Workplace

Level: 2
Unit type: Optional
Guided learning hours: 40

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in clearing the site and handing over on completion in the workplace within the relevant sector of industry.

Unit assessment requirements

This unit must be assessed in a work environment, in accordance with:

- the Additional Requirements for Qualifications using the title NVQ
- the ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment (please see *Annexe A*).

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.

Workplace evidence of skills cannot be simulated.

This unit must be assessed against own area of work (i.e. building maintenance).

This unit must be assessed against the endorsements detailed within the relevant NVQ structure. Please refer to the NVQ structure applicable to the qualification/occupational area in which the learner is being assessed.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when clearing the site and handing over on completion	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments and manufacturers' information			
		1.2	Comply with information and/or instructions derived from risk assessments and method statements			
		1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> drawings, specifications, schedules, method statements, risk assessments and manufacturers' information 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Know how to comply with relevant legislation and official guidance when clearing the site and handing over on completion	2.1	Describe their responsibilities regarding potential accidents and health hazards, whilst working: <ul style="list-style-type: none"> in the workplace, below ground level, at height, in confined spaces, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting 			
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative			
		2.3	Explain what the accident reporting procedures are and who is responsible for making reports			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Maintain safe and healthy working practices when clearing the site and handing over on completion	3.1	Use health and safety control equipment and access equipment (if applicable) safely to carry out the activity in accordance with current legislation and organisational requirements when clearing the site and handing over on completion			
		3.2	Comply with information relating to specific risks to health when clearing the site and handing over on completion			
		3.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to clearing the site and handing over on completion, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> • collective protective measures • personal protective equipment (PPE) • respiratory protective equipment (RPE) • local exhaust ventilation (LEV) 			
		3.4	Describe how the relevant health and safety control equipment should be used in accordance with the given instructions			
		3.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Select the required quantity and quality of resources for the methods of work to clear the site and hand over on completion	4.1	Select resources associated with own work in relation to materials, components, fixings, tools and equipment			
		4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> fittings and fixings hand and/or portable powered tools and equipment 			
		4.3	Describe how the resources should be used correctly and how problems associated with the resources are reported			
		4.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources			
		4.5	Describe any potential hazards associated with the resources and methods of work			
5	Minimise the risk of damage to the work and surrounding area when clearing the site and handing over on completion	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures			
		5.2	Minimise damage and maintain a clean work space			
		5.3	Dispose of waste in accordance with current legislation			
		5.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions			
		5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Complete the work within the allocated time when clearing the site and handing over on completion	6.1	Demonstrate completion of the work within the allocated time			
		6.2	Describe the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> types of progress charts, timetables and estimated times organisational procedures for reporting circumstances which will affect the work programme 			
7	Comply with the given contract information to clear the site and hand over on completion to the required specification	7.1	Demonstrate the following work skills when clearing the site and handing over on completion: <ul style="list-style-type: none"> finishing, positioning, dismantling, clearing, cleaning, tidying and securing 			
		7.2	Complete the task and hand the site over, in accordance to given working instructions, ensuring the following: <ul style="list-style-type: none"> excess materials are removed the quality of the finished task matches the given specification the client, customer or their representative is provided with relevant information and advice the clients, customer or their representative accepts the condition of the completed task and site records, reports and documentation are completed and registered 			
		7.3	Safely use materials, hand tools, portable power tools and ancillary equipment			
		7.4	Safely store the materials, tools and equipment used when clearing the site and handing over on completion			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		<p>7.5 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> • identify required finish quality • remove and dispose of hazardous waste and non-hazardous waste • identify information that will be required by the client, customer or their representative • remove excess materials • clean and clear the task and surrounding area • secure site or work area • recognise and determine when specific skills and knowledge are require and report accordingly • make recommendations for specialist intervention • work on buildings of historical significance • complete records, reports and documentation, work sheets, guarantees, warranties, customer service information • register documentation • use hand tools, portable power tools and equipment • work at height • use access equipment 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		7.6	Describe the needs of other occupations and how to effectively communicate within a team when clearing the site and handing over on completion			
		7.7	Describe how to maintain the tools and equipment used when clearing the site and handing over on completion			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Unit 8: Maintaining Non-structural Carpentry Work in the Workplace

Level: 2
Unit type: Optional
Guided learning hours: 47

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in maintaining non-structural carpentry work in the workplace within the relevant sector of industry.

Unit assessment requirements

This unit must be assessed in a work environment, in accordance with:

- the Additional Requirements for Qualifications using the title NVQ
- the ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment (please see *Annexe A*).

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.

Workplace evidence of skills cannot be simulated.

This unit must be assessed against own area of work (i.e. building maintenance).

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when maintaining non-structural carpentry work	1.1	Interpret and extract relevant information from drawings, specifications, schedules , method statements, risk assessments and manufacturers' information			
		1.2	Comply with information and/or instructions derived from risk assessments and method statement			
		1.3	State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> drawings, specifications, schedules, method statements, risk assessments, manufacturers' information and regulations governing buildings 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Know how to comply with relevant legislation and official guidance when maintaining non-structural carpentry work	2.1	Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting 			
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative			
		2.3	Explain what the accident reporting procedures are and who is responsible for making reports			
		2.4	State the types of fire extinguishers available when maintaining non-structural carpentry work and describe how and when they are used			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Maintain safe working practices when maintaining non-structural carpentry work	3.1	Use health and safety control equipment and access equipment/working platforms safely to carry out the activity in accordance with legislation and organisational requirements when maintaining non-structural carpentry work			
		3.2	<p>Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to maintaining non-structural carpentry work, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to:</p> <ul style="list-style-type: none"> • collective protective measures • personal protective equipment (PPE) • respiratory protective equipment (RPE) • local exhaust ventilation (LEV) 			
		3.3	Describe how the relevant health and safety control equipment should be used in accordance with the given instructions			
		3.4	State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Select the required quantity and quality of resources for the methods of work to maintain non-structural carpentry work	4.1	Select resources associated with own work in relation to materials, components, fixings, tools and equipment			
		4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> timber, manufactured sheet material, prefabricated components, ironmongery, metals, sash cord, adhesives, sealants, guttering, downpipe, fixings and associated ancillary items hand and/or powered tools and equipment 			
		4.3	Describe how the resources should be used correctly and how problems associated with the resources are reported			
		4.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources			
		4.5	Describe any potential hazards associated with the resources and method of work			
		4.6	Describe how to calculate quantity, length, area and wastage associated with the method/procedure to maintain non-structural carpentry work			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Minimise the risk of damage to the work and surrounding area when maintaining non-structural carpentry work	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures			
		5.2	Minimise damage and maintain a clean work space			
		5.3	Dispose of waste in accordance with legislation			
		5.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions			
		5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance			
6	Complete the work within the allocated time when maintaining non-structural carpentry work	6.1	Demonstrate completion of the work within the allocated time			
		6.2	State the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> types of progress charts, timetables and estimated times. organisational procedures for reporting circumstances which will affect the work programme 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Comply with the given contract information to maintaining non-structural carpentry work to the required specification	7.1	Demonstrate the following work skills when maintaining non-structural carpentry work: <ul style="list-style-type: none"> measuring, marking out, splicing, fitting, finishing, positioning and securing 			
		7.2	Repair and/or replace four of the following to given working instructions: <ul style="list-style-type: none"> frames mouldings doors windows (including replacement glazing) door and/or window ironmongery verge and/or eaves guttering and downpipes sash cords 			
		7.3	Prime the repair to the work to given working instructions			
		7.4	Safely use and handle materials			
		7.5	Safely use hand tools, portable power tools and ancillary equipment			
		7.6	Safely store the materials, tools and equipment used when maintaining non-structural carpentry work			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		7.7 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: <ul style="list-style-type: none"> splice and replace frames and mouldings repair and replace doors and windows repair and replace ironmongery repair or replace guttering, downpipes replace sash cords replace architraves, skirting, dado rails and picture rails form joints associated with repairs use hand tools, power tools and equipment work at height use access equipment 			
		7.8 Describe the needs of other occupations and how to effectively communicate within a team when maintaining non-structural carpentry work			
		7.9 Describe the methods of sharpening the hand tools used when maintaining non-structural carpentry work			
		7.10 Describe how to maintain the tools and equipment used when maintaining non-structural carpentry work			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Unit 9: Maintaining Non-structural or Structural Components in the Workplace

Level: 3
Unit type: Optional
Guided learning hours: 97

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in maintaining non-structural or structural components in the workplace within the relevant sector of industry.

Unit assessment requirements

This unit must be assessed in a work environment, in accordance with:

- the Additional Requirements for Qualifications using the title NVQ
- the ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment (please see *Annexe A*).

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.

Workplace evidence of skills cannot be simulated.

This unit must be assessed against own area of work (i.e. building maintenance).

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when maintaining non-structural or structural components	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments and manufacturers' information			
		1.2	Comply with information and/or instructions derived from risk assessments and method statement			
		1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> drawings, specifications, schedules, method statements, risk assessments, manufacturers' information and regulations governing buildings 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Know how to comply with relevant legislation and official guidance when maintaining non-structural or structural components	1.1	Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> in the workplace, at height, in confined spaces, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting 			
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative			
		2.3	Explain what the accident reporting procedures are and who is responsible for making reports			
		2.4	Describe the types of fire extinguishers available when maintaining non-structural or structural components and describe how and when they are used			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Maintain safe working practices when maintaining non-structural or structural components	3.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when maintaining non-structural or structural components			
		3.2	Demonstrate compliance with given information and relevant legislation when maintaining non-structural or structural components in relation to: <ul style="list-style-type: none"> • safe use of access equipment/working platforms • safe handling of materials • safe use and storage of materials, tools and equipment 			
		3.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to maintaining non-structural or structural components, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> • collective protective measures • personal protective equipment (PPE) • respiratory protective equipment (RPE) • local exhaust ventilation (LEV) 			
		3.4	Describe how the relevant health and safety control equipment should be used in accordance with the given instructions			
		3.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Select the required quantity and quality of resources for the methods of work to maintain non-structural or structural components	4.1	Select resources associated with own work in relation to materials, components, fixings, tools and equipment			
		4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> timber, manufactured sheet material, metals, mouldings, sash cord, paint, bricks, tiles, cement, sand, plaster, preservatives, adhesives, sealants, fixings, guttering, ironmongery, downpipes and associated ancillary items hand and/or powered tools and equipment 			
		4.3	Describe how the resources should be used correctly and how problems associated with the resources are reported			
		4.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources			
		4.5	Describe any potential hazards associated with the resources and method of work			
		4.6	Describe how to calculate quantity, length, area and wastage associated with the method/procedure to maintain non-structural or structural components			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Minimise the risk of damage to the work and surrounding area when maintaining non-structural or structural components	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures			
		5.2	Minimise damage and maintain a clean work space			
		5.3	Dispose of waste in accordance with legislation			
		5.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions			
		5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance			
6	Complete the work within the allocated time when maintaining non-structural or structural components	6.1	Demonstrate completion of the work within the allocated time			
		6.2	Describe the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> types of progress charts, timetables and estimated times organisational procedures for reporting circumstances which will affect the work programme 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Comply with the given contract information to maintain non-structural or structural components to the required specification	7.1	Demonstrate the following work skills when maintaining non-structural or structural components: <ul style="list-style-type: none"> measuring, marking out, fitting, splicing, finishing, positioning and securing 			
		7.2	Use and maintain hand tools, portable power tools and ancillary equipment			
		7.3	Repair five of the following components to given working instructions: <ul style="list-style-type: none"> frames (to include priming the repair) mouldings (to include priming the repair) floor joist covering (or flat roof) door and/or window ironmongery guttering and downpipes sash cords replacement glazing structural joists (including support) structural rafters (including support) fascias, soffits and barge boards 			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		<p>7.4 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> • replace and splice door and window frames, mouldings and structural timbers, replace sash cords, re-glaze, re-lay brick/blockwork, make good paintwork, plasterwork, brickwork, wall tiling • identify load bearing points • prop and support existing structures • replace frames and mouldings • repair or replace door and window ironmongery • repair and/or replace guttering and downpipes • repair and/or replace fascias, soffits and barge boards • form joints associated with repairs • use hand tools, portable power tools and equipment • work at height • use access equipment 			
		<p>7.5 Describe the needs of other occupations and how to effectively communicate within a team when maintaining non-structural or structural components</p>			
		<p>7.6 Describe the methods of sharpening the hand tools used when maintaining non-structural or structural components</p>			
		<p>7.7 Describe how to maintain the tools and equipment used when maintaining non-structural or structural components</p>			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 10: Repairing, Replacing and Renewing Gates, Posts and Fencing in the Workplace

Level:	2
Unit type:	Optional
Guided learning hours:	53

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in repairing, replacing and renewing gates, posts and fencing in the workplace within the relevant sector of industry.

Unit assessment requirements

This unit must be assessed in a work environment, in accordance with:

- the Additional Requirements for Qualifications using the title NVQ
- the ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment (please see *Annexe A*).

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.

Workplace evidence of skills cannot be simulated.

This unit must be assessed against own area of work (i.e. building maintenance).

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when repairing, replacing and renewing gates, posts and fencing	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments and manufacturers' information			
		1.2	Comply with information and/or instructions derived from risk assessments and method statements			
		1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> drawings, specifications, schedules, method statements, risk assessments and manufacturers' information. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Know how to comply with relevant legislation and official guidance when repairing, replacing and renewing gates, posts and fencing	2.1	Describe their responsibilities regarding potential accidents and health hazards, whilst working: <ul style="list-style-type: none"> in the workplace, below ground level, at height, in confined spaces, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting. 			
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative			
		2.3	Explain what the accident reporting procedures are and who is responsible for making reports			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Maintain safe and healthy working practices when repairing, replacing and renewing gates, posts and fencing	3.1	Use health and safety control equipment and access equipment (if applicable) safely to carry out the activity in accordance with current legislation and organisational requirements when repairing, replacing and renewing, gates, posts and fencing			
		3.2	Comply with information relating to specific risks to health when repairing, replacing and renewing, gates, posts and fencing			
		3.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to repairing, replacing and renewing, gates, posts and fencing, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> • collective protective measures • personal protective equipment (PPE) • respiratory protective equipment (RPE) • local exhaust ventilation (LEV). 			
		3.4	Describe how the relevant health and safety control equipment should be used in accordance with the given instructions			
		3.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Select the required quantity and quality of resources for the methods of work to repair, replace and renew gates, posts and fencing	4.1	Select resources associated with own work in relation to materials, components, fixings, tools and equipment			
		4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> gates posts fencing furnishings and fixings protective finishes hand and/or portable powered tools and equipment. 			
		4.3	Describe how the resources should be used correctly and how problems associated with the resources are reported			
		4.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources			
		4.5	Describe any potential hazards associated with the resources and methods of work			
		4.6	Describe how to calculate quantity, length, area and wastage associated with the method/procedure to repair, replace and renew fencing, gates and posts			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Minimise the risk of damage to the work and surrounding area when repairing, replacing and renewing, gates, posts and fencing	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures			
		5.2	Minimise damage and maintain a clean work space			
		5.3	Dispose of waste in accordance with current legislation			
		5.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions			
		5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance			
6	Complete the work within the allocated time when repairing, replacing and renewing, gates, posts and fencing	6.1	Demonstrate completion of the work within the allocated time			
		6.2	Describe the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> types of progress charts, timetables and estimated times organisational procedures for reporting circumstances which will affect the work programme. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Comply with the given contract information to repair, replace and renew gates, posts and fencing to the required specification	7.1	Demonstrate the following work skills when repairing, replacing and renewing, gates, posts and fencing: <ul style="list-style-type: none"> measuring, marking out, cutting, levelling, plumbing, fitting, finishing, positioning and securing. 			
		7.2	Prepare for and repair, replace and renew fencing components or make bespoke items to given working instructions relating to the following: <ul style="list-style-type: none"> gates posts fencing furnishings and fixings 			
		7.3	Reinstate ground to given working instructions			
		7.4	Safely use materials, hand tools, portable power tools and ancillary equipment			
		7.5	Safely store the materials, tools and equipment used when repairing, replacing and renewing, gates, posts and fencing			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		<p>7.6 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> • match components and fittings • checks required prior to excavation • excavate posts holes • level, gradient and plumb • repair, replace and renew fencing components, posts, gates and panels, of different materials: timber, metal plastic and composite materials • repair, replace and renew furnishings and fixings • make bespoke items and features • ensure components are plumb and level • reinstate ground to match existing: turf, tarmac, paving, hard landscaping materials • apply protective finishings • complete preventative maintenance • recognise and determine when specific skills and knowledge are required and report accordingly • complete and maintain records <ul style="list-style-type: none"> ○ work on buildings of historical significance ○ use hand tools, portable power tools and equipment ○ work at height ○ use access equipment. 			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		7.7	Describe the needs of other occupations and how to effectively communicate within a team when repairing, replacing and renewing, gates, posts and fencing		
		7.8	Describe how to maintain the tools and equipment used when repairing, replacing and renewing, gates, posts and fencing		

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 11: Applying Paint Systems by Brush and Roller in the Workplace

Level: 2
Unit type: Optional
Guided learning hours: 73

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in applying paint systems by brush and roller in the workplace within the relevant sector of industry.

Unit assessment requirements

This unit must be assessed in a work environment, in accordance with:

- the Additional Requirements for Qualifications using the title NVQ
- the ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment (please see *Annexe A*).

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy. Workplace evidence of skills cannot be simulated.

This unit must be assessed against own area of work (i.e. building maintenance).

Plus at least **one** of the following endorsements:

- decorative finishing
- industrial painting.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when applying paint systems by brush and/or roller	1.1	Interpret and extract relevant information from specifications, current regulations, risk assessments, method statements and manufacturers' information			
		1.2	Comply with information and/or instructions derived from risk assessments and method statements			
		1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> specifications, current legislation, risk assessments, method statements and manufacturers' information 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Know how to comply with relevant legislation and official guidance when applying paint systems by brush and/or roller	2.1	Describe their responsibilities regarding potential accidents and health hazards, whilst working: <ul style="list-style-type: none"> in the workplace, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/ storage of materials and by manual handling 			
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative			
		2.3	Explain what the accident reporting procedures are and who is responsible for making reports			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Maintain safe and healthy working practices when applying paint systems by brush and/or roller	3.1	Use health and safety control equipment and access equipment safely to carry out the activity in accordance with current legislation and organisational requirements when applying paint systems by brush and/or roller			
		3.2	Comply with information relating to specific risks to health when applying paint systems by brush and/or roller			
		3.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to applying paint systems by brush and/or roller, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> • collective protective measures • personal protective equipment (PPE) • respiratory protective equipment (RPE) • local exhaust ventilation (LEV) 			
		3.4	Describe how the relevant health and safety control equipment should be used in accordance with the given instructions			
		3.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Select the required quantity and quality of resources for the methods of work to apply paint systems by brush and/or roller	4.1	Select resources associated with own work in relation to materials, tools and equipment			
		4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> • water-borne and solvent-borne coatings • primers, intermediate coatings (undercoats) and finishes (single pack coatings) • single-product systems (e.g. emulsions, varnishes) • solvents/thinners • knotting, proprietary sealers • brushes, rollers and other associated equipment • protective sheeting and masking materials • access equipment • hand tools and associated equipment 			
		4.3	Describe how the resources should be used correctly and how problems associated with the resources are reported			
		4.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources			
		4.5	Describe any potential hazards associated with the resources and methods of work			
		4.6	Describe how to calculate quantity of materials required associated with the method/procedure to paint by brush and roller			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Minimise the risk of damage to the work and surrounding area when applying paint systems by brush and/or roller	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures			
		5.2	Minimise damage and maintain a clean work space			
		5.3	Dispose of waste in accordance with current legislation			
		5.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions			
		5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance			
6	Complete the work within the allocated time when applying paint systems by brush and/or roller	6.1	Demonstrate completion of the work within the allocated time			
		6.2	Describe the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> types of progress charts, timetables and estimated times organisational procedures for reporting circumstances which will affect the work programme 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Comply with the given contract information to apply paint systems by brush and/or roller to the required specification	7.1	Demonstrate the following work skills when applying paint systems by brush and/or roller: mixing, pouring, diluting, loading, laying-on, laying-off and cutting-in			
		7.2	Apply water-borne and/or solvent-borne coatings to internal and/or external surfaces for industrial and/or non-industrial situations, to given working instructions, for: <ul style="list-style-type: none"> linear/trim/narrow-runs and broad areas by brush and/or roller 			
		7.3	Safely use materials, tools and associated equipment			
		7.4	Safely store the materials, tools and equipment used when applying paint systems by brush and/or roller			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		7.5 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: <ul style="list-style-type: none"> • establish access requirements • check suitability of previously prepared surfaces • prepare and apply water-borne and solvent-borne coatings by brush and roller • prepare coatings with activators • coat broad areas, linear/trim/narrow runs • test wet and dry film thickness • identify how atmospheric conditions affect coatings and their application process • identify the working life of prepared materials • use access equipment • use brushes, rollers and associated tools and equipment 			
		7.6 Describe the needs of other occupations and how to effectively communicate within a team when applying paint systems by brush and roller			
		7.7 Describe how to maintain brushes, rollers and the associated tools and equipment used when applying paint systems by brush and/or roller			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 12:

Hanging Standard Paper Wallcoverings in the Workplace

Level: 3

Unit type: Optional

Guided learning hours: 87

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in hanging standard paper wallcoverings in the workplace within the relevant sector of industry.

Unit assessment requirements

This unit must be assessed in a work environment, in accordance with:

- the Additional Requirements for Qualifications using the title NVQ
- the ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment (please see *Annexe A*).

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.

Workplace evidence of skills cannot be simulated.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when hanging standard paper wallcoverings	1.1	Interpret and extract relevant information from specifications, current regulations, risk assessments, method statements and manufacturers' information			
		1.2	Comply with information and/or instructions derived from risk assessments and method statements			
		1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> specifications, current legislation, risk assessments, method statements and manufacturers' information 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Know how to comply with relevant legislation and official guidance when hanging standard paper wallcoverings	2.1	Describe their responsibilities regarding potential accidents and health hazards, whilst working: <ul style="list-style-type: none"> in the workplace, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling 			
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative			
		2.3	Explain what the accident reporting procedures are and who is responsible for making reports			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Maintain safe and healthy working practices when hanging standard paper wallcoverings	3.1	Use health and safety control equipment and access equipment safely to carry out the activity in accordance with current legislation and organisational requirements when hanging standard paper wallcoverings			
		3.2	Comply with information relating to specific risks to health when hanging standard paper wallcoverings			
		3.3	<p>Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to hanging standard paper wallcoverings, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to:</p> <ul style="list-style-type: none"> • collective protective measures • personal protective equipment (PPE) • respiratory protective equipment (RPE) • local exhaust ventilation (LEV) 			
		3.4	Describe how the relevant health and safety control equipment should be used in accordance with the given instructions			
		3.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Select the required quantity and quality of resources for the methods of work to hang standard paper wallcoverings	4.1	Select resources associated with own work in relation to materials, tools and equipment			
		4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> • surface preparation materials • pastes and adhesives • wallpapers • protective sheeting • rubbish containers/bags • access equipment • hand tools and associated equipment 			
		4.3	Describe how the resources should be used correctly and how problems associated with the resources are reported			
		4.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources			
		4.5	Describe any potential hazards associated with the resources and methods of work			
		4.6	Describe how to calculate quantity of materials required associated with the method/procedure to hang standard paper wallcoverings			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Minimise the risk of damage to the work and surrounding area when hanging standard paper wallcoverings	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures			
		5.2	Minimise damage and maintain a clean work space			
		5.3	Describe how to keep the paper and adjacent surfaces clean			
		5.4	Dispose of waste in accordance with current legislation			
		5.5	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions			
		5.6	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance			
6	Complete the work within the allocated time when hanging standard paper wallcoverings	6.1	Demonstrate completion of the work within the allocated time			
		6.2	Describe the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> types of progress charts, timetables and estimated times organisational procedures for reporting circumstances which will affect the work programme 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Comply with the given contract information to hang standard paper wallcoverings to the required specification	7.1	Demonstrate the following work skills when hanging standard paper wallcoverings: <ul style="list-style-type: none"> shading, measuring, matching and cutting, mixing and applying, folding, positioning, fixing, trimming, and cleaning-off 			
		7.2	Establish start and finish point and hang standard papers of substantial length to the given working instructions to the following areas: <ul style="list-style-type: none"> ceilings with any type of paper walls with both internal and external angles using foundation paper (cross), textured/relief and patterned finishing papers 			
		7.3	Safely use materials, hand tools and associated equipment			
		7.4	Safely store the materials, tools and equipment used when hanging standard paper wallcoverings			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		7.5 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: <ul style="list-style-type: none"> • establish access requirements • check suitability of surface to receive wallpaper • prepare and apply pastes and adhesives • prepare and hang paper to ceilings • prepare and hang foundation paper, textured/relief and patterned finishing papers • work to reveals and internal and external angles • work around electrical fittings and pipework • keep paper and adjacent surfaces clean • use access equipment • use tools and associated equipment 			
		7.6 Describe the needs of other occupations and how to effectively communicate within a team when hanging standard paper wallcoverings			
		7.7 Describe how to maintain the tools and equipment used when hanging standard paper wallcoverings			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 13: Preparing Background Surfaces for Plastering, Tiling, Panelling or Painting/Decorating in the Workplace (Plastering), (Tiling), or (Painting/Decorating)

Level: 2
Unit type: Optional
Guided learning hours: 23

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in preparing background surfaces for tiling or painting/decorating in the workplace within the relevant sector of industry.

Unit assessment requirements

Must be assessed in a work environment, in accordance with:

- Additional Requirements for Qualifications using the title NVQ
- ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment (please see *Annexe A*).

Workplace evidence of skills cannot be simulated.

This unit must be assessed against own area of work (i.e. building maintenance), and against **one** of the following endorsements:

- painting and decorating
- tiling
- plastering
- panelling.

Assessment evidence must be contextualised to the occupational group in which that unit is taken (indicated in brackets in the title) ie plastering, painting/decorating or tiling.

The unit should also be assessed against **five** of the following endorsements:

- previously plastered, tiled, panelled or painted/decorated surfaces
- brick
- block
- concrete
- render or plaster
- manufactured board
- wood
- metal.

Note

Learners can select this unit more than once but the assessment evidence presented must be appropriately contextualised to the area(s) of work/trade, corresponding to the optional group from which it is selected.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when preparing background surfaces for plastering, tiling, panelling or painting/decorating	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments and manufacturers' information			
		1.2	Comply with information and/or instructions derived from risk assessments and method statements			
		1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> drawings, specifications, schedules, method statements, risk assessments, manufacturers' information and current regulations governing buildings 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Know how to comply with relevant legislation and official guidance when preparing background surfaces for plastering, tiling, panelling or painting/decorating	2.1	Describe their responsibilities regarding potential accidents and health hazards, whilst working: <ul style="list-style-type: none"> in the workplace, below ground level, at height, in confined spaces, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting 			
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative			
		2.3	Explain what the accident reporting procedures are and who is responsible for making reports			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Maintain safe and healthy working practices when preparing background surfaces for plastering, tiling, panelling or painting/decorating	3.1	Use health and safety control equipment and access equipment (if applicable) safely to carry out the activity in accordance with current legislation and organisational requirements when preparing background surfaces for plastering, tiling, panelling or painting/decorating			
		3.2	Comply with information relating to specific risks to health when preparing background surfaces for plastering, tiling, panelling or painting/decorating			
		3.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to preparing background surfaces for plastering, tiling, panelling or painting/decorating, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> • collective protective measures • personal protective equipment (PPE) • respiratory protective equipment (RPE) • local exhaust ventilation (LEV) 			
		3.4	Describe how the relevant health and safety control equipment should be used in accordance with the given instructions			
		3.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Select the required quantity and quality of resources for the methods of work to prepare background surfaces for plastering, tiling, panelling or painting/decorating	4.1	Select resources associated with own work in relation to materials, components, fixings, tools and equipment			
		4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> • solvents and cleaning agents • stripping materials and equipment • fillers and bonding agents • primers, surface treatment materials and waterproofing agents • sand, cement, lime and plaster renders • mesh, trims and fixings • hand and/or portable powered tools and equipment 			
		4.3	Describe how the resources should be used correctly and how problems associated with the resources are reported			
		4.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources			
		4.5	Describe any potential hazards associated with the resources and methods of work			
		4.6	Describe how to calculate quantity, length, area and wastage associated with the method/procedure to preparing background surfaces for plastering, tiling, panelling or painting/decorating			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Minimise the risk of damage to the work and surrounding area when preparing background surfaces for plastering, tiling, panelling or painting/decorating	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures			
		5.2	Minimise damage and maintain a clean work space			
		5.3	Dispose of waste in accordance with current legislation			
		5.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions			
		5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance			
6	Complete the work within the allocated time when preparing background surfaces for plastering, tiling, panelling or painting/decorating	6.1	Demonstrate completion of the work within the allocated time			
		6.2	Describe the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> types of progress charts, timetables and estimated times organisational procedures for reporting circumstances which will affect the work programme 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Comply with the given contract information to prepare background surfaces for plastering, tiling, panelling or painting/decorating to the required specification	7.1	Demonstrate the following work skills when preparing background surfaces for plastering, tiling, panelling or painting/decorating: <ul style="list-style-type: none"> measuring, marking out, washing, stripping/scraping, abrading/keying, hacking, cutting out, removing, mixing, filling, levelling/flattening, brushing down and priming 			
		7.2	Prepare new or existing background surfaces for plastering and/or tiling and/or panelling and/or painting/decorating to given working instructions for five of the following: <ul style="list-style-type: none"> previously plastered, tiled, panelled or painted/decorated surfaces brick block concrete render or plaster manufactured board wood metal 			
		7.3	Safely use materials, hand tools, portable power tools and ancillary equipment			
		7.4	Safely store the materials, tools and equipment used when preparing background surfaces for plastering, tiling, panelling or painting/decorating			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		<p>7.5 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> • prepare previously plastered, tiled, panelled or painted/decorated surfaces • remove surface contamination • prepare brick, block, concrete and boarding for plastering • prepare brick, block, concrete, wood, metal, render and plaster for tiling • prepare brick, block, concrete, wood, metal, render or and plaster for painting/decorating • prepare brick, block, concrete, wood, metal, render and plaster for panelling • prepare manufactured board • mix and apply plaster, sand, cement and lime renders • apply primers • fill, level and abrade surfaces • apply preparatory treatments • use waterproof membranes • fix proprietary mesh and trims 			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		<ul style="list-style-type: none"> • apply movement joints • recognise and determine when specific skills and knowledge are required and report accordingly • complete and maintain records • work on buildings of historical significance • use hand tools, portable power tools and equipment • work at height • use access equipment. 			
		7.6 Describe the needs of other occupations and how to effectively communicate within a team when preparing background surfaces for plastering, tiling, panelling or painting/decorating			
		7.7 Describe how to maintain the tools and equipment used when preparing background surfaces for plastering, tiling, panelling or painting/decorating			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 14: Tiling Wall and Floor Surfaces in the Workplace

Level: 2
Unit type: Optional
Guided learning hours: 43

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in tiling wall and floor surfaces in the workplace within the relevant sector of industry.

Unit assessment requirements

This unit must be assessed in a work environment, in accordance with:

- the Additional Requirements for Qualifications using the title NVQ
- the ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment (please see *Annexe A*).

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.

Workplace evidence of skills cannot be simulated.

This unit must be assessed against own area of work (i.e. building maintenance).

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when tiling wall and floor surfaces	1.1	Interpret and extract relevant information from drawings specifications, job details, method statements, risk assessments, control of substances hazardous to health (COSHH) assessments and manufacturers' information related to the work to be carried out			
		1.2	Comply with information and/or instructions derived from risk assessments and method statements			
		1.3	State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> drawings, specifications, job details, method statements, risk assessments, COSHH assessments, manufacturers' information and wall and floor tiling recommendations 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Know how to comply with relevant legislation and official guidance when tiling wall and floor surfaces	2.1	Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> in the workplace, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting 			
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative			
		2.3	Explain what the accident reporting procedures are and who is responsible for making reports			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Maintain safe working practices when tiling wall and floor surfaces	3.1	Use health and safety control equipment safely to carry out the activity in accordance with legislation and organisational requirements when tiling wall and floor surfaces			
		3.2	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to tiling wall and floor surfaces, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> • collective protective measures • personal protective equipment (PPE) • respiratory protective equipment (RPE) • local exhaust ventilation (LEV) 			
		3.3	Describe how the relevant health and safety control equipment should be used in accordance with the given instructions			
		3.4	State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Select the required quantity and quality of resources for the methods of work to tile wall and floor surfaces	4.1	Select resources associated with own work in relation to materials, components, accessories, tools and equipment			
		4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> wall and floor tiles, grout, adhesives, accessories hand and/or powered tools and associated equipment 			
		4.3	Describe how the resources should be used correctly and how problems associated with the resources are reported			
		4.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources			
		4.5	Describe any potential hazards associated with the resources and method of work			
		4.6	Describe how to calculate quantity, length, area and wastage associated with the method/procedure to tile wall and floor surfaces			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Minimise the risk of damage to the work and surrounding area when tiling wall and floor surfaces	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures			
		5.2	Minimise damage and maintain a clean work space			
		5.3	Dispose of waste in accordance with legislation			
		5.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions			
6	Complete the work within the allocated time when tiling wall and floor surfaces	6.1	Demonstrate completion of the work within the allocated time			
		6.2	State the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> types of progress charts, timetables and estimated times organisational procedures for reporting circumstances which will affect the work programme 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Comply with the given contract information to tile wall and floor surfaces to the required specification	7.1	Demonstrate the following work skills when tiling wall and floor surfaces: <ul style="list-style-type: none"> measuring, setting out, cutting, removing, applying, positioning, securing and finishing 			
		7.2	Fix tiles to vertical, horizontal and inclined surfaces to given working instructions for: <ul style="list-style-type: none"> wall and floor surfaces reveals, cills and soffits (door and/or windows) floor drainage and outlets fixture of appropriate accessories 			
		7.3	Safely use materials, hand tools, portable power tools and associated equipment			
		7.4	Safely store the materials, tools and equipment used when tiling wall and floor surfaces			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		7.5 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: <ul style="list-style-type: none"> • fix and finish wall and floor tiles to regular and irregular vertical, horizontal and inclined surfaces, including staircase and landing (new and repair work) • remove existing tiles and prepare background • form reveals, cills and soffits (door and window openings) • form internal and external angles • fix channels/form drainage and outlets • use appropriate accessories • use hand tools, power tools and associated equipment • work at height • use access equipment 			
		7.6 Describe the needs of other occupations and how to effectively communicate within a team when tiling wall and floor surfaces			
		7.7 Describe how to maintain the tools and equipment used when tiling wall and floor surfaces			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Unit 15: Removing and Renewing Floor Screeds in the Workplace

Level: 2
Unit type: Optional
Guided learning hours: 60

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in removing and renewing floor screeds in the workplace within the relevant sector of industry.

Unit assessment requirements

This unit must be assessed in a work environment, in accordance with:

- the Additional Requirements for Qualifications using the title NVQ
- the ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment (please see *Annexe A*).

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.

Workplace evidence of skills cannot be simulated.

This unit must be assessed against own area of work (i.e. building maintenance).

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when removing and renewing floor screeds	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments and manufacturers' information.			
		1.2	Comply with information and/or instructions derived from risk assessments and method statements.			
		1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> drawings, specifications, schedules, method statements, risk assessments and manufacturers' information. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Know how to comply with relevant legislation and official guidance when removing and renewing floor screeds	2.1	Describe their responsibilities regarding potential accidents and health hazards, whilst working: <ul style="list-style-type: none"> in the workplace, below ground level, at height, in confined spaces, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting. 			
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.			
		2.3	Explain what the accident reporting procedures are and who is responsible for making reports.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Maintain safe and healthy working practices when removing and renewing floor screeds	3.1	Use health and safety control equipment and access equipment safely to carry out the activity in accordance with current legislation and organisational requirements when removing and renewing floor screeds.			
		3.2	Comply with information relating to specific risks to health when removing and renewing floor screeds.			
		3.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to removing and renewing floor screeds, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> • collective protective measures • personal protective equipment (PPE) • respiratory protective equipment (RPE) • local exhaust ventilation (LEV). 			
		3.4	Describe how the relevant health and safety control equipment should be used in accordance with the given instructions.			
		3.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Select the required quantity and quality of resources for the methods of work to remove and renew floor screeds	4.1	Select resources associated with own work in relation to materials, components, fixings, tools and equipment.			
		4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> • floor screeds • bonding agents • damp-proofing materials • insulation materials • fittings and fixings • hand and/or portable powered tools and equipment. 			
		4.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.			
		4.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.			
		4.5	Describe any potential hazards associated with the resources and methods of work.			
		4.6	Describe how to calculate quantity, length, area and wastage associated with the method/procedure to remove and renew floor screeds.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Minimise the risk of damage to the work and surrounding area when removing and renewing floor screeds	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.			
		5.2	Minimise damage and maintain a clean work space.			
		5.3	Dispose of waste in accordance with current legislation.			
		5.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.			
		5.5	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Complete the work within the allocated time when removing and renewing floor screeds	6.1	Demonstrate completion of the work within the allocated time.			
		6.2	Describe the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> types of progress charts, timetables and estimated times organisational procedures for reporting circumstances which will affect the work programme. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Comply with the given contract information to remove and renew floor screeds to the required specification	7.1	Demonstrate the following work skills removing and renewing floor screeds: <ul style="list-style-type: none"> measuring, marking out, cutting, keying, mixing, applying, levelling and finishing. 			
		7.2	Prepare floor screeds to given working instructions.			
		7.3	Remove and renew floor screeds to given working instructions			
		7.4	Safely use materials, hand tools, portable power tools and ancillary equipment.			
		7.5	Safely store the materials, tools and equipment used when removing and renewing floor screeds.			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		<p>7.6 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> • cut out and remove defective screeds • protect damp-proofing, insulation and services (gas, electric, water) • replace damp-proofing and insulation • prepare background surfaces • determine level and gradient • select and prepare materials • apply bonding agents • place, rule off and trowel screeds to float finish • match new screed to existing • recognise and determine when specific skills and knowledge are required and report accordingly • complete and maintain records • work on buildings of historical significance • use hand tools, portable power tools and equipment • work at height • use access equipment. 			
		<p>7.7 Describe the needs of other occupations and how to effectively communicate within a team when removing and renewing floor screeds.</p>			
		<p>7.8 Describe how to maintain the tools and equipment used when removing and renewing floor screeds.</p>			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 16:

Applying Finishing Plaster to Prepared Surfaces in the Workplace

Level: 2

Unit type: Optional

Guided learning hours: 60

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in applying finishing plaster to background surfaces in the workplace within the relevant sector of industry.

Unit assessment requirements

This unit must be assessed in a work environment and in accordance with:

- the Additional Requirements for Qualifications using the title NVQ
- the ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment (please see *Annexe A*).

Assessors for this unit must use a combination of the following assessment methods:

- observation of normal work activities within the workplace that clearly confirms the required skills
- questioning the learner on knowledge criteria that clearly confirms the required understanding
- review of other forms of evidence that can clearly confirm industry required skills, knowledge and understanding.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of applying finishing plaster to background surfaces to be effective and reliable when confirming a learner's competence. Workplace evidence of skills cannot be simulated.

This unit must be assessed against own area of work (i.e. building maintenance)

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when applying finishing plaster to background surfaces	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments and manufacturers' information.			
		1.2	Comply with information and/or instructions derived from risk assessments and method statements.			
		1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> drawings, specifications, schedules, method statements, risk assessments, manufacturers' information and current regulations governing buildings. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Know how to comply with relevant legislation and official guidance when applying finishing plaster to background surfaces	2.1	Describe their responsibilities regarding potential accidents, health hazards and the environment whilst working: <ul style="list-style-type: none"> in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting. 			
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.			
		2.3	Explain what the accident reporting procedures are and who is responsible for making reports.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Maintain safe working practices when applying finishing plaster to background surfaces	3.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when applying finishing plaster to prepared surfaces			
		3.2	Demonstrate compliance with given information and relevant legislation when applying finishing plaster to prepared surfaces in relation to the following: <ul style="list-style-type: none"> • safe use of access equipment/working platforms • safe use, storage and handling of materials, tools and equipment • specific risks to health 			
		3.3	Explain why and when health and safety control equipment, identified by the principles of prevention should be used, relating to applying finishing plaster to prepared surfaces, and the types, purpose and limitations of each type, the work situation and general work environment in relation to: <ul style="list-style-type: none"> • collective protective measures • local exhaust ventilation (LEV) • personal protective equipment (PPE) • respiratory protective equipment (RPE). 			
		3.4	Describe how relevant health and safety control equipment should be used in accordance with given working instructions.			
		3.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Select the required quantity and quality of resources for the methods of work to apply finishing plaster to background surfaces	4.1	Select resources associated with own work in relation to materials, components, tools and ancillary equipment.			
		4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> plaster clean water hand tools portable power tools and ancillary equipment. 			
		4.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.			
		4.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.			
		4.5	Describe any potential hazards associated with the resources and methods of work.			
		4.6	Describe how to calculate quantity, length, area and wastage associated with the method/procedure to apply finishing plaster to prepared surfaces.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Minimise the risk of damage to the work and surrounding area when applying finishing plaster to background surfaces	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.			
		5.2	Minimise damage and maintain a clean work space.			
		5.3	Dispose of waste in accordance with current legislation.			
		5.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.			
		5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Complete the work within the allocated time when applying finishing plaster to background surfaces	6.1	Demonstrate completion of the work within the allocated time.			
		6.2	Describe the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> types of progress charts, timetables and estimated times organisational procedures for reporting circumstances which will affect the work programme. 			
7	Comply with the given contract information to apply finishing plaster to background surfaces to the required specification	7.1	Demonstrate the following work skills when applying finishing plaster to prepared surfaces: <ul style="list-style-type: none"> checking, applying and finishing. 			
		7.2	Use and maintain hand tools, portable power tools and ancillary equipment.			
		7.3	Check surface, mix and apply finishing plasters to two of the following to given working instructions. <ul style="list-style-type: none"> pre-plastered surfaces plasterboard finished concrete. 			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		7.4 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: <ul style="list-style-type: none"> • mix plasters • check surface preparation • apply finishing plasters to vertical and horizontal surfaces (pre-plastered, plasterboard and finished concrete) • recognise and determine when specialist skills and knowledge are required and report accordingly • understand specific requirements for structures of special interest, traditional build (pre 1919) and historical significance • use hand tools, portable power tools and ancillary equipment • work at height • use access equipment/working platforms. 			
		7.5 Describe the needs of other occupations and how to effectively communicate within a team when applying finishing plaster to prepared surfaces.			
		7.6 Describe how to maintain the tools and equipment used when applying finishing plaster to prepared surfaces.			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 17: Maintaining Slate and Tile Roofing in the Workplace

Level: 2
Unit type: Optional
Guided learning hours: 47

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in maintaining slate and tile roofing in the workplace within the relevant sector of industry.

Unit assessment requirements

This unit must be assessed in a work environment, in accordance with:

- the Additional Requirements for Qualifications using the title NVQ
- the ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment (please see *Annexe A*).

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.

Workplace evidence of skills cannot be simulated.

This unit must be assessed against own area of work (i.e. building maintenance), and against **four** of the following endorsements:

- slate roofs (local material and style)
- tiled roofs (local material and style)
- flashings
- roof ventilation
- rainwater goods.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when maintaining slate and tile roofing	1.1	Interpret and extract relevant information from drawings, risk assessments, method statements, specifications, schedules and manufacturers' information			
		1.2	Comply with information and/or instructions derived from risk assessments and method statements			
		1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> drawings, risk assessments, method statements, specifications, schedules, manufacturers' information and regulations governing buildings 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Know how to comply with relevant legislation and official guidance when maintaining slate and tile roofing	2.1	Describe their responsibilities regarding potential accidents and health hazards, whilst working: <ul style="list-style-type: none"> in the workplace, below ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting 			
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative			
		2.3	Explain what the accident reporting procedures are and who is responsible for making reports			
3	Maintain safe and healthy working practices when maintaining slate and tile roofing	3.1	Use health and safety control equipment and access equipment safely to carry out the activity in accordance with current legislation and organisational requirements when maintaining slate and tile roofing			
		3.2	Comply with information relating to specific risks to health when maintaining slate and tile roofing			
		3.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to maintaining slate and tile roofing, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> collective protective measures personal protective equipment (PPE) respiratory protective equipment (RPE) local exhaust ventilation (LEV) 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Select the required quantity and quality of resources for the methods of work to maintain slate and tile roofing	4.1	Select resources associated with own work in relation to materials, components and fixings, and tools and equipment			
		4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> • slates, tiles, battens, underlays, sand, cement, limes, vents, lead, additives, guttering, downpipes and fixings • hand and/or powered tools and equipment 			
		4.3	Describe how the resources should be used correctly and how problems associated with the resources are reported			
		4.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources			
		4.5	Describe any potential hazards associated with the resources and methods of work			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Minimise the risk of damage to the work and surrounding area when maintaining slate and tile roofing	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures			
		5.2	Minimise damage and maintain a clean work space			
		5.3	Dispose of waste in accordance with current legislation			
		5.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions			
		5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance			
6	Complete the work within the allocated time when maintaining slate and tile roofing	6.1	Demonstrate completion of the work within the allocated time			
		6.2	Describe the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> types of progress charts, timetables and estimated times organisational procedures for reporting circumstances which will affect the work programme 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Comply with the given contract information to maintain slate and tile roofing to the required specification	7.1	Demonstrate the following work skills when maintaining slate and tile roofing: <ul style="list-style-type: none"> measuring, marking out, removing, fitting, positioning and securing 			
		7.2	Repair specified roof areas to given working instructions for four of the following: <ul style="list-style-type: none"> slate roofs (local material and style) tiled roofs (local material and style) flashings roof ventilation rainwater goods 			
		7.3	Safely use materials, hand tools, portable power tools and ancillary equipment			
		7.4	Safely store the materials, tools and equipment used when maintaining slate and tile roofing			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		7.5 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: <ul style="list-style-type: none"> • remove existing battens, underlays, slates and tiles • replace new battens and underlays • remove, replace and treat lead work/flashings (patianation oil) • re-point • position and secure roof ventilation • remove and replace guttering and downpipes • mix mortar • work with plant and machinery • use hand tools, power tools and equipment • work at height • use access equipment 			
		7.6 Describe the needs of other occupations and how to effectively communicate within a team when maintaining slate and tile roofing			
		7.7 Describe how to maintain the tools and equipment used when maintaining slate and tile roofing			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Level:	2
Unit type:	Optional
Guided learning hours:	67

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in repairing roof sheeting and cladding systems in the workplace within the relevant sector of industry.

This unit must be assessed in a work environment and in accordance with:

- the Additional Requirements for Qualifications using the title NVQ
- the ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment (please see *Annexe A*).

- observation of normal work activities within the workplace that clearly confirms the required skills
- questioning the learner on knowledge criteria that clearly confirms the required understanding
- review of other forms of evidence that can clearly confirm industry required skills, knowledge and understanding.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of repairing roof sheeting and cladding systems to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

This unit must be assessed against own area of work (i.e. building maintenance).

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when repairing sheeting and cladding systems on roofs and walls, including rainscreen	1.1	Interpret and extract relevant information from drawings, specifications, schedules method statements, risk assessments and manufacturers' information.			
		1.2	Comply with information and/or instructions derived from risk assessments and method statements.			
		1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> drawings, specifications, schedules, method statements, risk assessments, manufacturers' information, oral and written procedures, site inductions, current regulations governing buildings and official guidance associated with the repair of sheeting and cladding systems. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Know how to comply with relevant legislation and official guidance when repairing sheeting and cladding systems on roofs and walls, including rainscreen	2.1	Describe their responsibilities regarding potential accidents, health hazards and the environment, whilst working: <ul style="list-style-type: none"> in the workplace, in confined spaces, at height, with tools and equipment, with materials and substances, with movement and storage of materials, by manual handling and mechanical lifting and with mechanical access equipment. 			
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.			
		2.3	Explain what the accident reporting procedures are and who is responsible for making reports.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Maintain safe and healthy working practices when repairing sheeting and cladding systems on roofs and walls, including rainscreen	3.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when repairing sheeting and cladding systems on roofs and walls, including rainscreen.			
		3.2	Demonstrate compliance with given information and relevant legislation when repairing sheeting and cladding systems on roofs and walls, including rainscreen, in relation to the following: <ul style="list-style-type: none"> • safe use of access equipment and working platforms • safe use, storage and handling of materials, tools and equipment • specific risks to health. 			
		3.3	Explain why and when health and safety control equipment, identified by the principles of prevention, should be used, relating to repairing sheeting and cladding systems on roofs and walls, including rainscreen, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> • collective protective measures • personal protective equipment (PPE) • respiratory protective equipment (RPE). 			
		3.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions.			
		3.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries, falls, rescue procedures and other task-related activities.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Select the required quantity and quality of resources for the methods of work to repair sheeting and cladding systems on roofs and walls, including rainscreen	4.1	Select resources associated with own work in relation to materials, components, fixings, tools and equipment.			
		4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> • fixings, fasteners, flashings, fittings, halters and spacer system • insulation, vapour control, separation and breather membranes • primers, cleaning agents, sealing tapes, sealants and fillers • metal and translucent sheets, built up, standing seam, secret fix, composite panels, rainscreen cladding panels, decking panels and fibre cement systems • rainwater goods • hand tools, portable power tools and equipment. 			
		4.3	Describe how the resources should be used correctly, how problems associated with the resources are reported.			
		4.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.			
		4.5	Describe any potential hazards associated with the resources and methods of work.			
		4.6	Describe the methods of calculating quantity, length, area and wastage associated with the method and procedure to repair sheeting and cladding systems on roofs and walls, including rainscreen.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Minimise the risk of damage to the work and surrounding area when repairing sheeting and cladding systems on roofs and walls, including rainscreen	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.			
		5.2	Prevent damage and maintain a clean work space.			
		5.3	Dispose of waste in accordance with current legislation.			
		5.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.			
		5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.			
6	Complete the work within the allocated time when repairing sheeting and cladding systems on roofs and walls, including rainscreen	6.1	Demonstrate completion of the work within the allocated time			
		6.2	State the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> types of progress charts, timetables and estimated times organisational procedures for reporting circumstances which will affect the work programme. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Comply with the given contract information to repair sheeting and cladding systems on roofs and walls, including rainscreen, to the required specification	7.1	Demonstrate the following work skills when repairing sheeting and cladding systems on roofs and walls, including rainscreen: <ul style="list-style-type: none"> removing, replacing, renewing and repairing. 			
		7.2	Use and maintain hand tools, portable power tools and ancillary equipment.			
		7.3	Identify and repair defects in sheeting and cladding systems to given working instructions: <ul style="list-style-type: none"> leaks condensation damaged sheets and components minor surface coating defects damaged or missing flashings. 			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		<p>7.4 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> • identify installation quality requirements • conform to agreed specification • confirm manufacturers' repair and installation criteria • identify defects including: leaks, condensation, damaged sheets and components, surface coating defects, damaged and missing flashings • remove and recover defective materials • carry out repairs to sheet components • remove and replace damaged, missing and incorrect sheeting and cladding materials, components, fittings, fixings and flashings • identify and match existing products • identify the source of leaks and condensation • deal with and prevent water leaks and condensation • inspect, test, repair and replace rainwater goods • identify and ensure the integrity of joints and overlaps • treat surface coating defects • apply sealants and fillers to ensure water and airtightness • install and replace insulation, fire stops, breather membranes and vapour control layers 			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		<ul style="list-style-type: none"> recognise the differences between sheeting and cladding materials for roofs and walls including rainscreen systems check quality and suitability of work on completion and at the end of each working period recognise and determine when additional specialist skills and knowledge are required and report accordingly work from mobile elevating work platforms work with, around and in close proximity to plant and machinery use hand tools, portable power tools and equipment work at height use of access equipment. 			
		7.5 Describe the needs of other occupations and how to effectively communicate within a team when repairing sheeting and cladding systems on roofs and walls, including rainscreen.			
		7.6 Describe how and when to maintain the tools and equipment used when repairing sheeting and cladding systems on roofs and walls, including rainscreen.			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Unit 19:

Repairing Membrane Roofing Systems in the Workplace

Level: 2

Unit type: Optional

Guided learning hours: 53

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in repairing membrane roofing systems in the workplace within the relevant sector of industry.

Unit assessment requirements

This unit must be assessed in a work environment and in accordance with:

- the Additional Requirements for Qualifications using the title NVQ
- the ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment (please see *Annexe A*).

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.

Workplace evidence of skills cannot be simulated.

This unit must be assessed against **one** of the following endorsements:

- reinforced bitumen membrane roofing
- single-ply membrane roofing
- liquid applied membrane roofing.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when repairing membrane roofing systems	1.1	Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments, manufacturers' information and oral/written instructions			
		1.2	Comply with information and/or instructions derived from risk assessments and method statements			
		1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> drawings, specifications, schedules, method statements, risk assessments, manufacturers' information, electronic data, oral/written procedures and current regulations 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Know how to comply with relevant legislation and official guidance when repairing membrane roofing systems	2.1	Describe their responsibilities regarding potential accidents, health hazards and the environment, whilst working: <ul style="list-style-type: none"> in the workplace, below ground level, at height, in confined spaces, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting 			
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative			
		2.3	Explain what the accident reporting procedures are and who is responsible for making reports			
		2.4	Describe the types of fire extinguishers available when repairing membrane roofing systems and describe how and when they are used			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Maintain safe and healthy working practices when repairing membrane roofing systems	3.1	Use health and safety control equipment safely and comply with the methods of work to carry out the activity in accordance with current legislation and organisational requirements when repairing membrane roofing systems			
		3.2	Demonstrate compliance with given information and relevant legislation when repairing membrane roofing systems in relation to: <ul style="list-style-type: none"> • safe use of access equipment • safe use and handling of materials, tools and equipment • safe storage and distribution of materials, tools and equipment • specific risks to health 			
		3.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used relating to repairing membrane roofing systems, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> • collective protective measures • personal protective equipment (PPE) • respiratory protective equipment (RPE) • local exhaust ventilation (LEV) 			
		3.4	Describe how the relevant health and safety control equipment should be used in accordance with the given working instructions			
		3.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related activities			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Select the required quantity and quality of resources for the methods of work to repair membrane roofing systems	4.1	Select resources associated with own work in relation to materials, components, fixings, tools and equipment			
		4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> • relevant membrane system materials, upstands, pipes, vents, rainwater outlets and associated materials, components, fixings and fittings • access equipment • hand and/or power tools and equipment 			
		4.3	Describe how the resources should be used correctly and how problems associated with the resources are reported			
		4.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources			
		4.5	Describe any potential hazards associated with the resources and methods of work			
		4.6	Describe how to calculate quantity, length, area and wastage associated with the method/procedure to repair membrane roofing systems			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Minimise the risk of damage to the work and surrounding area when repair membrane roofing systems	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures			
		5.2	Minimise damage and maintain a clean work space			
		5.3	Dispose of waste in accordance with current legislation			
		5.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions			
		5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance			
6	Complete the work within the allocated time when repairing membrane roofing systems	6.1	Demonstrate completion of the work within the allocated time			
		6.2	Describe the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> types of progress charts, timetables and estimated times organisational procedures for reporting circumstances which will affect the work programme 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Comply with the given contract information to repair membrane roofing systems to the required specification	7.1	Demonstrate the following work skills when repairing membrane roofing systems: <ul style="list-style-type: none"> removing, measuring, marking out, cutting, fitting, applying, positioning and securing 			
		7.2	Use and maintain hand tools, power tools and ancillary equipment			
		7.3	Repair reinforced bitumen and/or single ply and/or liquid applied membrane roofing systems to given working instructions relating to one of the following: <ul style="list-style-type: none"> damaged membrane edges and upstands penetrations, pipes and vents perimeters, rainwater outlets 			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		<p>7.4 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> • identify and evaluate defects in the membrane and inspect condition of sub-strata • record and report findings • take account of the local environment • remove debris and blockages • repair damaged reinforced bitumen membrane system, single ply membrane system or liquid membrane system • carry out appropriate repair to edges, upstands, penetrations, pipes, vents, perimeters and rainwater outlets • repair/replace damaged insulation/decking • repair/replace damaged associated materials and components • work at height • use access equipment 			
		<p>7.5 Describe the needs of other occupations and how to effectively communicate within a team when repairing membrane roofing systems</p>			
		<p>7.6 Describe how to maintain the tools and equipment used when repairing membrane roofing systems</p>			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Unit 20:

Removing and Repairing Eaves and Verge Finishings in the Workplace

Level:	2
Unit type:	Optional
Guided learning hours:	53

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in removing and repairing eaves and verge finishings in the workplace within the relevant sector of industry.

Unit assessment requirements

This unit must be assessed in a work environment and in accordance with:

- the Additional Requirements for Qualifications using the title NVQ
- the ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment (please see *Annexe A*).

Assessors for this unit must use a combination of the following assessment methods:

- observation of normal work activities within the workplace that clearly confirms the required skills
- questioning the learner on knowledge criteria that clearly confirms the required understanding
- review of other forms of evidence that can clearly confirm industry required skills, knowledge and understanding.

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of occupational expertise and knowledge of removing and repairing eaves and verge finishings to be effective and reliable when confirming a learner's competence.

Workplace evidence of skills cannot be simulated.

This unit must be assessed against own area of work (i.e. building maintenance).

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when removing and repairing eaves and verge finishings	1.1	Interpret and extract information from drawings, scales, specifications, schedules and manufacturers' information			
		1.2	Comply with information and/or instructions derived from risk assessments and method statement			
		1.3	State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> drawings, scales, specifications, schedules, manufacturers' information and regulations governing buildings 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Know how to comply with relevant legislation and official guidance when removing and repairing eaves and verge finishings	2.1	Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> in the workplace, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting near telephone lines and overhead power supplies 			
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative			
		2.3	State what the accident reporting procedures are and who is responsible for making reports			
3	Maintain safe working practices when removing and repairing eaves and verge finishings	3.1	Use personal protective equipment (PPE), access equipment and handle asbestos cement materials (as applicable) safely to carry out the activity, in accordance with legislation and organisational requirements when removing and repairing eaves and verge finishings			
		3.2	Explain why and when personal protective equipment (PPE) should be used, relating to removing and repairing eaves and verge finishings, and the types, purpose and limitations of each type			
		3.3	State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Select the required quantity and quality of resources for the methods of work to remove and repair eaves and verge finishings	4.1	Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> timber, tiles and slates, sarking, fixings, fittings, sand and cement hand and/or powered tools and equipment 			
		4.2	Select resources associated with own work in relation to materials, components, fixings, tools and equipment			
		4.3	State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used			
		4.4	Outline potential hazards associated with the resources and method of work, with particular emphasis on asbestos cement materials			
		4.5	Describe how to calculate quantity, length, area and wastage associated with the method/procedure to remove and repair eaves and verge finishings			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Minimise the risk of damage to the work and surrounding area when removing and repairing eaves and verge finishings	5.1	Protect the work and its surrounding area from damage			
		5.2	Minimise damage and maintain a clean work space			
		5.3	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions			
		5.4	Dispose of waste in accordance with legislation			
		5.5	State why the disposal of waste should be carried out in relation to the work			
6	Complete the work within the allocated time when removing and repairing eaves and verge finishings	6.1	Demonstrate completion of the work within the allocated time			
		6.2	State the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> types of progress charts, timetables and estimated times organisational procedures for reporting circumstances which will affect the work programme 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Comply with the given contract information to remove and repair eaves and verge finishings to the required specification	7.1	Demonstrate the following work skills when removing and repairing eaves and verge finishings: <ul style="list-style-type: none"> measuring, marking out, removing, replacing, fitting, positioning and securing 			
		7.2	Remove to contractor's working instructions: <ul style="list-style-type: none"> gutters and pipework, fascias, bargeboards, soffits tiles/slates, battens, sarking 			
		7.3	Repair/replace to contractor's working instructions: <ul style="list-style-type: none"> rafters and/or joist feet tile battens, sarking, tiles and slates application of appropriate timber preservative roof pointing to verges 			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		7.4 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: <ul style="list-style-type: none"> • remove existing gutters, fascias, snow guards, leaf traps, bargeboards, soffits, tiles and slates, asbestos cement materials • repair feet of existing rafters and/or joists • replace sarking and battens • locate and remove telephone lines and overhead power supplies in accordance with organisational policy • assess expansion and contraction across products • assess compatibility across manufacturer's products • use hand tools, power tools and equipment • use access equipment 			
		7.5 Safely use and store hand tools, portable power tools and ancillary equipment			
		7.6 State the needs of other occupations and how to communicate within a team when removing and repairing eaves and verge finishings			
		7.7 Describe how to maintain the tools and equipment used when removing and repairing eaves and verge finishings			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 21: Repairing and Maintaining Masonry Structures in the Workplace

Level: 3
Unit type: Optional
Guided learning hours: 73

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in repairing and maintaining masonry structures in the workplace within the relevant sector of industry.

Unit assessment requirements

This unit must be assessed in a work environment, in accordance with:

- the Additional Requirements for Qualifications using the title NVQ
- the ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment (please see *Annexe A*).

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.

Workplace evidence of skills cannot be simulated.

This unit must be assessed against own area of work (i.e. building maintenance), and against at least **one** of the following endorsements:

- brick
- block
- local style.

The unit must also be assessed against **three** of the following:

- match existing materials
- continue existing bonding
- match existing quality of structure
- form openings
- prop existing walls and floors
- form internal and external angles.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when repairing and maintaining masonry structures	1.1	Interpret and extract relevant information from drawings, risk assessments, method statements, specifications, schedules and manufacturers' information			
		1.2	Comply with information and/or instructions derived from risk assessments and method statements			
		1.3	Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> drawings, risk assessments, method statements, specifications, schedules, manufacturers' information and regulations governing buildings 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Know how to comply with relevant legislation and official guidance when repairing and maintaining masonry structures	2.1	Describe their responsibilities regarding potential accidents and health hazards, whilst working: <ul style="list-style-type: none"> in the workplace, below ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting 			
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative			
		2.3	Explain what the accident reporting procedures are and who is responsible for making reports			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Maintain safe and healthy working practices when repairing and maintaining masonry structures	3.1	Use health and safety control equipment and access equipment safely to carry out the activity in accordance with current legislation and organisational requirements when repairing and maintaining masonry structures			
		3.2	Comply with information relating to specific risks to health when repairing and maintaining masonry structures			
		3.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to repairing and maintaining masonry structures, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: <ul style="list-style-type: none"> • collective protective measures • personal protective equipment (PPE) • respiratory protective equipment (RPE) • local exhaust ventilation (LEV) 			
		3.4	Describe how the relevant health and safety control equipment should be used in accordance with the given instructions			
		3.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Select the required quantity and quality of resources for the methods of work to repair and maintain masonry structures	4.1	Select resources associated with own work in relation to materials, components and fixings, and tools and equipment			
		4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> bricks, blocks, natural stones, mortars, sand, lime, additives, frames, insulation, damp-proof barriers, lintels, fixings and ties hand and/or powered tools and equipment 			
		4.3	Describe how the resources should be used correctly and how problems associated with the resources are reported			
		4.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources			
		4.5	Describe any potential hazards associated with the resources and methods of work			
		4.6	Describe how to calculate quantity, length, area and wastage associated with the method/procedure to repair and maintain masonry structures			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Minimise the risk of damage to the work and surrounding area when repairing and maintaining masonry structures	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures			
		5.2	Minimise damage and maintain a clean work space			
		5.3	Dispose of waste in accordance with current legislation			
		5.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions			
		5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance			
6	Complete the work within the allocated time when repairing and maintaining masonry structures	6.1	Demonstrate completion of the work within the allocated time			
		6.2	Describe the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> types of progress charts, timetables and estimated times organisational procedures for reporting circumstances which will affect the work programme 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Comply with the given contract information to repair and maintain masonry structures to the required specification	7.1	Demonstrate the following work skills when repairing and maintaining masonry structures: <ul style="list-style-type: none"> measuring, marking out, removing, laying, positioning and securing 			
		7.2	Repair and maintain existing brick, and/or block masonry and/or local style structures to given working instructions for three of the following: <ul style="list-style-type: none"> match existing materials continue existing bonding match existing quality of structure form openings prop existing walls and floors form internal and external angles 			
		7.3	Safely use materials, hand tools, portable power tools and ancillary equipment			
		7.4	Safely store the materials, tools and equipment used when repairing and maintaining masonry structures			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		<p>7.5 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to:</p> <ul style="list-style-type: none"> • repair and maintain existing masonry structures in brick, traditional and thin joint blocks or local materials and styles • form joint finishes • form openings • prop existing walls and floors • form internal and external angles • dress surfaces • form finishes • mortar mix ratios (volume, gauge boxes and colour) • work with plant and machinery • use hand tools, power tools and equipment • work at height • use access equipment 			
		7.6 Describe the needs of other occupations and how to effectively communicate within a team when repairing and maintaining masonry structures			
		7.7 Describe how to maintain the tools and equipment used when repairing and maintaining masonry structures			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 22: Repairing Basic Stonemasonry Structures in the Workplace

Level: 2
Unit type: Optional
Guided learning hours: 63

Unit summary

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in repairing basic stonemasonry structures in the workplace within the relevant sector of industry.

Unit assessment requirements

This unit must be assessed in a work environment, in accordance with:

- the Additional Requirements for Qualifications using the title NVQ
- the ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment (please see *Annexe A*).

Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.

Workplace evidence of skills cannot be simulated.

This unit must be assessed against own area of work (i.e. building maintenance).

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Interpret the given information relating to the work and resources when repairing basic stonemasonry structures	1.1	Interpret and extract relevant information from drawings, specifications, schedules and risk assessments			
		1.2	Comply with information and/or instructions derived from risk assessments and method statements			
		1.3	State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented			
		1.4	Describe different types of information, their source and how they are interpreted in relation to: <ul style="list-style-type: none"> drawings, specifications, schedules, method statements, risk assessments, technical information and appropriate regulations 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Know how to comply with relevant legislation and official guidance when repairing basic stonemasonry structures	2.1	Describe their responsibilities under current legislation and official guidance whilst working: <ul style="list-style-type: none"> in the workplace, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting 			
		2.2	Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative			
		2.3	Explain what the accident reporting procedures are and who is responsible for making reports			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Maintain safe working practices when repairing basic stonemasonry structures	3.1	Use health and safety control equipment and access equipment safely to carry out the activity in accordance with legislation and organisational requirements when repairing basic stonemasonry structures			
		3.2	<p>Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to repairing basic stonemasonry structures, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to:</p> <ul style="list-style-type: none"> • collective protective measures • personal protective equipment (PPE) • respiratory protective equipment (RPE) • local exhaust ventilation (LEV) 			
		3.3	Describe how the relevant health and safety control equipment should be used in accordance with the given instructions			
		3.4	State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, occupational injuries and other task-related hazards			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Select the required quantity and quality of resources for the methods of work to repair basic stonemasonry structures	4.1	Select resources associated with own work in relation to materials, components, appropriate fixings, tools and equipment			
		4.2	Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the resources in relation to: <ul style="list-style-type: none"> natural stones, plain and dressed, fixings, fine aggregates, cement, lime additives, adhesives, dampness barriers, colourings, insulation, props and struts hand and/or powered tools and equipment 			
		4.3	Describe how the resources should be used correctly and how problems associated with the resources are reported			
		4.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources			
		4.5	Describe any potential hazards associated with the resources and method of work			
		4.6	Describe how to calculate quantity, length, area, volume and wastage associated with the method/procedure to repair basic stonemasonry structures			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Minimise the risk of damage to the work and surrounding area when repairing basic stonemasonry structures	5.1	Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures			
		5.2	Minimise damage and maintain a clean work space			
		5.3	Dispose of waste in accordance with legislation			
		5.4	Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions			
		5.5	Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, technical information, statutory regulations and official guidance			
6	Complete the work within the allocated time when repairing basic stonemasonry structures	6.1	Demonstrate completion of the work within the allocated time			
		6.2	State the purpose of the work programme and explain why deadlines should be kept in relation to: <ul style="list-style-type: none"> types of progress charts, timetables and estimated times organisational procedures for reporting circumstances which will affect the work programme 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Comply with the given contract information to repair basic stonemasonry structures to the required specification	7.1	Demonstrate the following work skills when repairing basic stonemasonry structures: <ul style="list-style-type: none"> measuring, marking out, cutting out, removing, renewing, fixing and finishing 			
		7.2	Repair stonemasonry structures in plain and part dressed stone to given working instructions to: <ul style="list-style-type: none"> cavity and solid stone walling individual damaged/defective stones replicate stones clean beds and joints match finishes 			
		7.3	Safely use materials, hand tools and/or portable power tools and ancillary equipment			
		7.4	Safely store the materials, tools and equipment used when repairing basic stonemasonry structures			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		7.5 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: <ul style="list-style-type: none"> • repair existing stonemasonry structures in matching materials and finishes • prop existing structures • cut out and replace stones • clean beds and joints • mix mortars and adhesives • use hand tools, power tools and equipment • work at height • use access equipment 			
		7.6 Describe the needs of other occupations and how to effectively communicate within a team when repairing basic stonemasonry structures			
		7.7 Describe how to maintain the tools and equipment used when repairing basic stonemasonry structures			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

12 Further information and useful publications

To get in touch with us visit our 'Contact us' pages:

- Edexcel, BTEC and Pearson Work Based Learning contact details:
qualifications.pearson.com/en/support/contact-us.html

Key publications

- *Adjustments for candidates with disabilities and learning difficulties, Access and Arrangements and Reasonable Adjustments, General and Vocational qualifications* (Joint Council for Qualifications (JCQ))
- *Supplementary guidance for reasonable adjustments and special consideration in vocational internally assessed units* (Pearson)
- *General and Vocational qualifications, Suspected Malpractice in Examination and Assessments: Policies and Procedures* (JCQ)
- *Equality Policy* (Pearson)
- *Recognition of Prior Learning Policy and Process* (Pearson)
- *UK Information Manual* (Pearson)
- *Pearson Edexcel NVQs, SVQs and competence-based qualifications – Delivery Requirements and Quality Assurance Guidance* (Pearson)

All of the above publications are available on our website:
qualifications.pearson.com

- Books, software and online resources for UK schools and colleges:
www.pearsonschoolsandfecolleges.co.uk

Further information and publications on the delivery and quality assurance of NVQ/Competence-based qualifications are available at our website on the Delivering BTEC pages. Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please go to the resources page of our website.

13 Professional development and training

Professional development and training

Pearson supports customers with training related to our qualifications. This support is available through a choice of training options offered on our website.

The support we offer focuses on a range of issues, such as:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing learner-centred learning and teaching approaches
- building in effective and efficient quality assurance systems.

The national programme of training we offer is on our website. You can request centre-based training through the website or you can contact one of our advisers in the Training from Pearson UK team via Customer Services to discuss your training needs.

Training and support for the lifetime of the qualifications

Training and networks: our training programme ranges from free introductory events through sector-specific opportunities to detailed training on all aspects of delivery, assignments and assessment. We also host some regional network events to allow you to share your experiences, ideas and best practice with colleagues in your region.

Regional support: our team of Regional Quality Managers, based around the country, are responsible for providing quality assurance support and guidance to anyone managing and delivering NVQs/Competence-based qualifications. The Regional Quality Managers can support you at all stages of the standard verification process as well as in finding resolutions of actions and recommendations as required.

To get in touch with our dedicated support teams please visit our website at: qualifications.pearson.com/en/support/contact-us.html

Online support: find the answers to your questions in *Knowledge Base*, a searchable database of FAQs and useful videos that we have put together with the help of our subject advisors to support you in your role. Whether you are a teacher, administrator, Assessment Associate (AA) or training provider, you will find answers to your questions. If you are unable to find the information you need please send us your query and our qualification or administrative experts will get back to you.

14 Contact us

To get in touch with us, please visit our 'Contact us' pages for Pearson Work Based Learning customers:

qualifications.pearson.com/en/support/support-for-you/work-based-learning/contact-us.html

Annexe A: Assessment strategy

Consolidated Assessment Strategy for Construction and the Built Environment – Craft, Supervisory, Technical, Managerial and Professional National Vocational Qualifications (NVQs) and Scottish Vocational Qualifications (SVQs)

Introduction

This assessment strategy¹ provides principles and guidance to awarding organisations so the assessment of units within qualifications denoted as NVQs in the Regulated Qualification Framework (RQF) and SVQs in the Scottish Credit and Qualification Framework (SCQF) is valid, effective and consistent, and has credibility across the Construction and Built Environment sector. This is a consolidated ConstructionSkills Assessment Strategy covering construction and the built environment – craft, operative, supervisory, technical, managerial and professional NVQs and SVQs.

These principles are in addition to the requirements that awarding organisations must meet for the delivery of qualifications as required by the qualification regulators' documentation.

This consolidated assessment strategy provides the overarching principles as systems may vary from one awarding organisation to another. Awarding organisations must consistently put these principles into practice.

Appendix A provides guidance to help awarding organisations incorporate relevant parts of these principle requirements in their documentation.

Appendix B provides additional information on assessment guidance for awarding organisations relevant to specific NVQ or SVQ qualifications and units.

Appendix C provides guidance on the use of simulation; it is a SSC's responsibility to define the acceptability of evidence from simulation in the context of National Occupational Standards (NOS) and NVQs/SVQs. Simulation will only usually apply as a result of one or more of the listed constraints.

Appendix D provides guidance on Scottish Vocational Qualifications at SCQF Level 6 and related Industry Skills Tests.

Awarding organisations must make this Strategy and the appendices available to assessors, verifiers, candidates and assessment centres.

¹ Please note that there is now a separate Assessment Strategy for Construction and the Built Environment – Plant and Lifting Operations. This assessment strategy will also apply where plant or lifting units, sourced from the Plant Operations or Controlling Lifting Operations' suite of units, are used in other NVQs and SVQs.

Principles

1. External quality control of assessment

- 1.1 Awarding organisations must use risk management for external quality control of assessment. They must evaluate all external verification reports and other data relating to assessment centres. Awarding organisations must address any risks relating to quality control, considering the sector assessment strategy requirements for:
 - workplace evidence
 - the use of simulation
 - the occupational competence of assessors and verifiers.
- 1.2 The monitoring and standardisation of assessment decisions must be achieved by robust and strong internal and external verification systems that meet the requirements of the qualification regulators' documentation.
- 1.3 Awarding organisations must be members of the sector's Built Environment Awarding Body Forum. Members will be expected to provide feedback on National Occupational Standards (NOS), NVQs or SVQs, including aspects informing incremental change.
- 1.4 The Forum will, in respect of this strategy:
 - build on the good relationships with awarding organisations
 - provide opportunities to identify and address particular issues of external quality control
 - contribute to improving quality and consistency
 - support awarding organisations to monitor assessment centres' performance to identify areas and levels of risk
 - provide information and statistics about take-up and completion, as well as trends and developments that can be used by ConstructionSkills and awarding organisations to identify any problem areas and agree remedial action
 - discuss matters concerning quality assurance, as well as providing the opportunity to identify issues arising from implementation of NOS and related vocational qualifications
 - inform the continuous improvement of NOS, and awards derived from them
 - identify and share best practices to build a whole industry approach to pursue excellence in education and work-based learning and assessment process to achieve competence.
- 1.5 Awarding organisations and their partners, assessment centres, verifiers and assessors must maintain robust and transparent operational arrangements. They must preserve independence in assessment, certification and quality assurance processes. Awarding organisations must ensure clear separation of their NVQ/SVQ assessment responsibilities from their industry, training, membership, certification, accreditation and commercial interests and resolve any conflicts of interest.
- 1.6 Where e-assessment is used, it must meet the requirements of the qualification regulators' documentation.

2. Aspects to be assessed through performance in the workplace

- 2.1 Direct evidence produced through normal performance in the workplace is the primary source for meeting the requirements. This includes naturally occurring documentary evidence (hard copy and electronic), direct observation of activities and witness testimony as relevant. ConstructionSkills' National Working Groups will specify any exceptions to this position (see section 3).
- 2.2 Workplace evidence must be supported by the required evidence of knowledge and understanding. This evidence may be identified by:
- questioning the candidate
 - recognised industry education and training programme assessment or professional interview assessment that has been matched to NOS requirements
 - performance evidence.
- 2.3 A holistic approach towards the collection of evidence should be encouraged. The focus should be on assessing activities generated by the whole work experience rather than focusing on specific tasks. This would show how evidence requirements could be met across the qualification to make the most efficient use of evidence. Appendix A suggests standard evidence notes for awarding organisations.

3. How simulated working conditions may be used to assess competence

- 3.1 Simulations (designed situations for producing artificially generated evidence) may only be used where candidates are prevented from gathering direct evidence from the workplace in the normal way because:
- there are hazards
 - it is difficult to distinguish individual performance in team situations
 - circumstances occur infrequently or long term results are involved
 - confidentiality is important
 - there are organisational constraints.
- 3.2 Any instances where simulation is considered to be acceptable as an alternative (to direct workplace evidence) means of generating evidence, will be determined by the relevant ConstructionSkills National Working Group and stated in the unit. Appendix A suggests standard evidence notes for awarding organisations.
- 3.3 The ConstructionSkills National Working Group will determine and specify on the required realistic working environment and context to be adopted. This could include appropriate:
- tools, equipment and instruments
 - materials
 - types of contingencies
 - standards and quality specifications
 - real timescales
 - quantities of work
 - physical conditions
 - relationships with people

- types of interaction
 - communication methods and media
 - information and data.
- 3.4 Where simulated evidence is stated as acceptable in the unit, the circumstances and requirements for the simulation needs to be confirmed by discussions between the candidate and the assessor, and which are then agreed by the internal and external verifiers.
- 3.5 Where other Standard Setting Bodies' units are imported into a ConstructionSkills suite, the evidence requirements of the originating body will be adopted and specified.

4. Occupational expertise requirements for assessors and verifiers

4.1 Awarding organisations must ensure that assessors:

- 4.1.1 have sufficient, verifiable, relevant current industry experience, knowledge and understanding of the occupational working area at, or above, the level being assessed. This must be of sufficient depth to be effective and reliable when judging candidates' competence. Assessors' experience, knowledge and understanding could be verified by a combination of:

- curriculum vitae and employer endorsement or references
- possession of a relevant NVQ/SVQ, or vocationally related qualification
- corporate membership of a relevant professional institution
- interview

(The verification process must be recorded and available for audit)

- 4.1.2 have sufficient occupational expertise so they have up to date experience, knowledge and understanding of the particular aspects of work they are assessing. This could be verified by records of continuing professional development achievements
- 4.1.3 only assess in their acknowledged area of occupational competence
- 4.1.4 have a sound, in-depth knowledge of, and uphold the integrity of, the sector's NOS and the Assessment Strategy (this document)
- 4.1.5 are prepared to participate in activities for their continued professional development
- 4.1.6 hold, or are working towards, a qualification as listed within 'Assessing and Assuring Quality of Assessment':
- RQF Level 3 Award in Assessing Competence in the Work Environment
 - RQF Level 3 Award in Assessing Vocationally Related Achievement
 - RQF Level 3 Certificate in Assessing Vocationally Related Achievement
 - RQF Level 3 Certificate in Assessing Vocational Achievement
 - an appropriate Assessor qualification in the SCQF as identified by SQA Accreditation

or hold one of the following

- A1 Assess candidates using a range of methods
- D32/33 Assess candidate performance, using differing sources of evidence

Holders of A1 and D32/33 must assess to the current National Occupational Standards (NOS) for Learning and Development.

In Scotland, approval for exemptions must be obtained from SQA Accreditation.

4.2 Awarding organisations must ensure that internal verifiers:

- 4.2.1 have sufficient, verifiable, relevant up to date experience, knowledge and understanding of the occupational working area at, or above, the level being verified. This must be of sufficient depth to be effective and reliable when verifying judgements about assessors' assessment processes and decisions. Internal verifiers' experience, knowledge and understanding could be verified by a combination of:

- curriculum vitae and employer endorsement or references
- possession of a relevant NVQ/SVQ, or vocationally related qualification
- corporate membership of a relevant professional institution
- interview

(The verification process must be recorded and available for audit)

- 4.2.2 have expertise so they have up to date experience, knowledge and understanding of the particular aspects of work they are verifying. This could be verified by records of continuing professional development achievements

- 4.2.3 have a sound, in-depth knowledge of, and uphold the integrity of, the sector's NOS and the Assessment Strategy (this document)

- 4.2.4 are prepared to participate in activities for their continued professional development

- 4.2.5 hold, or are working towards, a qualification as listed in 'Assessing and Assuring Quality of Assessment':

- RQF Level 4 Award in the Internal Quality Assurance of the Assessment Process and Practice
- RQF Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Process and Practice
- an appropriate Internal Verifier qualification in the SCQF as identified by SQA Accreditation

or hold one of the following

- V1 Conduct internal quality assurance of the assessment process
- D34 Internal verify the assessment process

Holders of V1/D34 must quality assure to the current National Occupational Standards (NOS) for Learning and Development.

It is strongly recommended that within the role of Internal Quality Assurance one of the following qualifications is held.

- RQF Level 3 Award in Assessing Competence in the Work Environment
 - RQF Level 3 Certificate in Assessing Vocational Achievement
 - an appropriate Assessor qualification in the SCQF as identified by SQA Accreditation
- or one of the following
- A1 Assess candidates using a range of methods
 - D32/33 Assess candidate performance, using differing sources of evidence.

4.3 Awarding organisations must ensure that external verifiers:

4.3.1 have sufficient, verifiable, relevant experience, knowledge and a broad understanding of the occupational working area at, or above, the level being verified. This must be of sufficient depth to be effective and reliable when verifying judgements about internal verification and assessment processes and decisions. External verifiers' experience, knowledge and understanding could be verified by a combination of:

- curriculum vitae and employer endorsement or references
- possession of a relevant NVQ/SVQ, or vocationally related qualification
- corporate membership of a relevant professional institution
- interview

(The verification process must be recorded and available for audit)

4.3.2 have sufficient expertise so they have an up to date experience, knowledge and understanding of the particular aspects of work they are verifying. This could be verified by records of continuing professional development achievements

4.3.3 have a sound, in-depth knowledge of, and uphold the integrity of, the sector's NOS and the Assessment Strategy (this document)

4.3.4 are prepared to participate in activities for their continued professional development

4.3.5 hold, or are working towards, a qualification as listed in 'Assessing and Assuring Quality of Assessment':

- RQF Level 4 Award in the External Quality Assurance of the Assessment Process and Practice
- RQF Level 4 Certificate in Leading the External Quality Assurance of Assessment
- an appropriate External Verifier qualification in the SCQF as identified by SQA Accreditation

or hold one of the following

- V2 Conduct external quality assurance of the assessment process
- D35 Externally verify the assessment process

Holders of V2/D35 must quality assure to the current National Occupational Standards (NOS) for Learning and Development.

It is strongly recommended that within the role of External Quality Assurance one of the following qualifications is held at Level 3 and Level 4.

Level 3:

- RQF Level 3 Award in Assessing Competence in the Work Environment
- RQF Level 3 Certificate in Assessing Vocational Achievement
- an appropriate Assessor qualification in the SCQF as identified by SQA Accreditation

or one of the following

- A1 Assess candidates using a range of methods
- D32/33 Assess candidate performance, using differing sources of evidence

Level 4:

- RQF Level 4 Award in the Internal Quality Assurance of the Assessment Process and Practice
- RQF Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Process and Practice
- an appropriate Internal Verifier qualification in the SCQF as identified by SQA Accreditation
- V1 Conduct internal quality assurance of the assessment process
- D34 Internal verify the assessment process

4.4 Selection and appointment of assessors and verifiers

All applicants should be advised that they may be interviewed. Applicants' CVs should be profiled against the activities and range of the NVQ/SVQ(s) they will assess/verify to check that the applicant has the relevant current experience, knowledge and understanding of the occupational working area:

- at, or above, the level they will be assessing
- of sufficient depth to credibly verify judgements and assessments
- to uphold the integrity of the NOS and this Consolidated Assessment Strategy.

All assessors should have experience as well as, not in lieu of, qualifications.

Where there seem to be gaps in a potentially suitable applicant's experience and knowledge, the applicant should be interviewed. Successful applicants' CVs, profiling, reasons for not needing to interview and interview records should be available for audit.

Appendix A

ConstructionSkills' standard evidence notes for awarding organisations

These guidance notes have been produced to ensure consistency in interpreting the principles set out in sections 2 and 3 of the ConstructionSkills Assessment Strategy. The notes should help awarding organisations incorporate relevant parts of the assessment strategy principles' requirements in their documentation for construction and built environment – craft, supervisory, technical, managerial and professional NVQs/SVQs. The following general standard notes are strongly recommended for adoption by awarding organisations in their assessment specification:

Standard note 1:

"Taken as a whole, the evidence must show that the candidate consistently meets all the following performance criteria/learning outcomes and assessment criteria across the scope/range."

Standard note 2:

"There must be workplace evidence against each performance criterion/learning outcome and assessment criterion. Where the workplace evidence does not cover the whole scope/range, knowledge evidence must be provided to cover the remaining items of scope/range for each relevant performance criterion/learning outcome and assessment criterion."

Standard note 3:

"Knowledge evidence may be established from questioning the candidate, or from industry recognised industry education and training programme assessment, or professional interview assessment, that has been matched to the requirements of the National Occupational Standards. Such assessments should also have their own independent external assessment, moderation or verification. A candidate's knowledge and understanding can also be demonstrated through presented performance evidence."

Standard note 4:

"Simulations are not considered to be acceptable for producing this evidence."

See also Annex C: 'Guidance on the use of simulation' which also includes guidance on the acceptable use and characteristics of simulation within N/SVQs during the current economic climate.

Appendix B

ADDITIONAL INFORMATION ON ASSESSMENT GUIDANCE FOR AWARDING ORGANISATIONS RELEVANT TO SPECIFIC NVQ OR SVQ QUALIFICATIONS AND UNITS

The information below should help awarding organisations incorporate relevant parts of the assessment strategy principles' requirements in their documentation for construction and built environment NVQs and SVQs. The following guidance is strongly recommended for adoption by awarding organisations in their assessment methodology.

Additional Information on the Assessment of CITB NVQ Units only

- CITB NVQ Unit Ref: 641 – Assessment Criteria 2.3 and 2.4
 - 2.3 – 'List the current Health and Safety Executive top ten safety risks' should be assessed as 'List the current common safety risks'.
 - 2.4 – 'List the current Health and Safety Executive top five health risks' should be assessed as 'List the current common health risks'
- All CITB NVQ units – Assessment Criteria 1.4
 - 1.4 – 'State why and when health and safety control equipment, identified by the principles of protection' should be assessed as 'State why and when health and safety control equipment, identified by the principles of prevention'.

Thermal Insulation NVQ and SVQ units and qualifications

- Training Providers offering Thermal Insulation NVQ and SVQ units and qualifications:
 - must ensure that their Thermal Insulation assessors are registered with the Thermal Insulation Contractor Association (TICA) and are Thermal Installation installers with at least 5 years verifiable, relevant, current industry experience, knowledge and understanding of the occupational area at, or above the level being assessed. This must be of sufficient depth to be effective and reliable when judging candidates' competence. Assessors' experience, knowledge and understanding could be verified by a combination of:
 - curriculum vitae and employer endorsement
 - references
 - possession of a relevant NVQ/SVQ, or vocationally related qualification
 - interview
- (The verification process must be recorded and available for audit)
- will provide opportunities to identify and address particular issues of external control, including the assessment of Thermal Insulation NVQ/SVQ qualifications and Apprenticeship Standards.

Appendix C

Guidance on the use of simulation

Introduction

National Occupational Standards (NOS) are developed by Sector Skills Councils (SSCs) and describe the level of occupational competence required of a particular job role. NOS are then used to build National and Scottish Vocational Qualifications (NVQs/SVQs) that are competence based qualifications and demand assessment in a workplace environment.

Assessment of NVQs/SVQs through simulation is indicated where the achievement of valid and reliable assessment calls for evidence of performance under workplace conditions, but where it will be difficult to assess through normal working practice. This will usually apply as a result of one or more of the following constraints:

- activities which are inherently hazardous and where mistakes made in carrying them out would pose unacceptable risks to the candidate, other people, animals or property (e.g. electricity and gas sectors, fire service etc.)
- the costs incurred would be unacceptably high if mistakes were made during an activity and a candidate would therefore be required to 'prove' competence before progressing onto the actual work (e.g. handling rare or precious objects)
- situations where the qualities and outcomes of the candidate's behaviour are almost impossible to distinguish from those of their peers or colleagues, making authenticity uncertain (e.g. in some teamwork contexts)
- activities or situations which are sufficiently rare (e.g. where processes, such as a 'shutdown', may only occur on an annual basis)
- when the collection and/or review of evidence of workplace performance would intrude unacceptably on personal privacy or confidentiality, or would significantly alter the nature of an interaction or relationship (e.g. in some health care settings)
- a requirement to work with new techniques and/or work practices which may not be available in all workplaces.

Where permitted, simulation can take one or a combination of the two following forms:

- the candidate is presented with an activity to perform using equipment and/or in a location which replicates that found in the workplace
- the candidate is presented with a situation to which they must respond; taking and playing the role they would expect to play in the workplace.

It is a SSC's responsibility to define the acceptability of evidence from simulation in the context of National Occupational Standards (NOS) and National and Scottish Vocational Qualifications (NVQs/SVQs). The ConstructionSkills Consolidated Assessment Strategy provides this guidance.

Guidance on the acceptable use and characteristics of simulation within NVQs/SVQs during the current economic climate

Due to the UK's economic recession over the past few years, ConstructionSkills had implemented flexibilities relating to simulation of NVQs/SVQs for displaced Apprentices and although there were small signs of a recovery in 2014 ConstructionSkills' agreed to extend these flexibilities for a further twelve months.

Now that the construction industry has shown definite signs of growth, these flexibilities were withdrawn on 31st March 2015. However in regard to Apprentices registered before the 1st January 2015 the flexibilities will remain in place until their completion date.

Therefore only for Apprentices who registered before the 1st January 2015 the following can apply:

In situations where a displaced or employed apprentice (this does not apply to full-time learners) will not be able to demonstrate evidence in the workplace within an acceptable time span, Awarding Bodies can arrange with their centres to apply the following principles.

1. Units cannot be assessed using simulation alone – there must be some supporting workbased evidence.
2. A centre's strategy for simulation must be examined and approved by the external verifier.
3. The location and environment of simulation must be agreed with the internal verifier prior to taking place, and must be checked by the internal verifier.
4. The nature of the contingency and the physical environment must be realistic and candidates should not be given any indication as to exactly what contingencies they may come across.
5. All simulations must be planned, developed and documented by the centre in a way that ensures the simulation correctly reflects what the unit seeks to assess, and all simulations must follow these documented plans.
6. There should be a range of simulation to cover the same aspect of the unit so that the risk of candidates successfully colluding is reduced.
7. All simulation must reflect the urgency with which the activity would normally be carried out and the normal time needed to complete it, including the usual complexity of factors affecting the activity.
8. All simulation should involve the same personnel as would normally be included (e.g. bricklayer, supervisor, labourer etc.) and also similar realistic facilities.
9. Any instances of insufficient work-based evidence must be supported by adequate supplementary evidence which might include questioning; interviews with professional discussion; work projects; case studies; special assignments; self-testimony.

ConstructionSkills would strongly recommend that centres explore strategies with the candidate's employers for obtaining work-based evidence before considering the use of simulation. Examples might include using Group Training Associations, thereby carrying out real jobs within the college/training centre and/or involvement with community projects.

Group Training Association (GTA) is the government term for a training group which also shares Apprentices. The GTA model is where a number of like-minded employers come together to create a separate business entity, which sources appropriate training and delivers Apprenticeships by providing work experience across the range of engaged businesses.

Appendix D

Guidance on Scottish Vocational Qualifications at SCQF Level 6 and related Industry Skills Tests

1. Introduction

This Appendix refers only to the SVQs in the following craft areas at SCQF Level 6:

- Bricklaying
- Roofing Occupations
- Carpentry and Joinery
- Stonemasonry
- Floorcovering
- Wall and Floor Tiling
- Painting and Decorating
- Woodmachining
- Plastering.

An Industry Skills Test Unit is included in the SVQ structures and involves the candidate attending a competence assessment in the final six months of the delivery of the SVQ. Successful achievement of this Skills Test/SVQ demonstrates that the learner has sufficient technical expertise, knowledge and skill to meet the expectations of employers in terms of Occupational Competence.

The Occupational Competence of learners must be assessed in accordance with industry requirements as prescribed in National Occupational Standards and Skills Testing Criteria available from CITB.

Learners should not be put forward for their Skills Test until they are deemed ready to be assessed as competent.

Simulation must take place for the Industry Skills Test Units. The activities that will be undertaken should demonstrate competence in these craft areas, as contained within each Skills Test Criteria.

2. Industry Skills Test

The Industry Skills Test is the final part of the assessment process for the SVQ. Each craft occupation will have its own arrangements developed by the Awarding Organisation which will be compliant with the Skills Test Criteria.

Details of these assessments will be based on Industry recommendations and will be developed by the Awarding Organisation. Each Awarding Organisation shall ensure a nationally consistent approach to Skills Testing for the industry/occupation concerned.

3. Arrangements to be made between Skills Test Providers and Awarding Organisations

- 3.1 The Skills Test is part of the assessment process/requirements for the qualification structures identified in this appendix. It is to be conducted at the end of the assessment process to confirm occupational competence.
- 3.2 Each industry will have its own requirements which are compatible to and reflect their particular necessities in terms of assessing occupational competence within the Skills Test Criteria. The arrangements will be agreed by Awarding Organisations and delivering centres accordingly.

- 3.3 The purpose of these arrangements is to define the roles and responsibilities of the Awarding Organisations and centres involved with facilitating, managing and administering the Skills Tests for each industry.
- 3.4 These arrangements only relate to the SVQs listed in this appendix of the assessment strategy or their revisions/replacements as determined by CITB.

4. Roles and Responsibilities

- 4.1 The Skills Test Criteria will be determined by CITB in partnership with industry employers and the Skills Test Specifications/Assessments will be determined by the Awarding Organisations.
- 4.2 The Skills Test venues and facilities will be provided by Awarding Organisations' approved centres and comply with the requirements identified in the Skills Test Criteria and Specifications developed by Awarding Organisations.
- 4.3 Awarding Organisation External Verifiers (EVs) will be responsible for quality assuring the Assessment Materials and Marking Guidance in accordance with the Awarding Organisation's compliance requirements. CITB will provide Awarding Organisations with a summary of the principles of the Skills Test marking regime and criteria as examples of best practice in terms of its integrity, robustness and consistency.
- 4.4 CITB will be responsible for the maintenance of the Skills Test Criteria.

5. Currency of these Arrangements

It is expected that the currency of these arrangements will match with the accreditation period of the qualifications, or units therein as relevant. CITB, in partnership with the Awarding Organisations will review the arrangements bi-annually or as appropriate, subject to any revisions to the qualifications.

6. Occupational expertise requirements for Industry Skills Test Assessors and Industry Expert Witnesses

- 6.1 Awarding Organisations must ensure that assessors meet the occupational expertise requirements as detailed in section 4.1 of the Assessment Strategy.

The Assessors role is to uphold the integrity and standards during the test and to make judgement and final assessment decisions after the test. Final assessment decisions should be accurately recorded for evidence (including photographic)

- 6.2 Skills Test Industry Expert Witnesses:

- must not employ any of the candidates involved in the Skills Test to ensure an independent observation
- must have sufficient, verifiable, relevant current industry experience, knowledge and understanding of the occupational working area being assessed. This must be of sufficient depth to be effective and reliable when observing the marking of the Skills Test. Expert Witnesses' experience, knowledge and understanding could be verified by either of the following -
 - curriculum vitae
 - references
 - possession of a relevant vocationally related qualification
 - corporate membership of a relevant professional institution
 - interview

- must only observe in their acknowledged area of occupational competence
- have a sound, in-depth knowledge of, and uphold the integrity of, the sector's NOS and this appendix
- are prepared to participate in training activities for their continued professional development.

6.4 Selection and appointment of Skills Test Industry Expert Witnesses

All applicants should be advised that they may be interviewed. Applicants' CVs should be profiled against the activities and range of the occupational area they will observe, to check that the applicant has the relevant current experience, knowledge and understanding of the occupational working area. This should be of sufficient depth to credibly verify judgements and assessments to uphold the integrity of the NOS and this Consolidated Assessment Strategy.

Whilst Expert Witnesses cannot accredit the final award of the Skills Test, if they disagree with the assessment decision made by the Assessor, they can appeal directly to the Awarding Organisation.

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